Resource booklet

PELA examples
Marking guides, rubrics and student feedback
English language policy documents
Post Enrolment/Entry Language Assessment (PELA) includes any form of integrated language assessment used to diagnose the level of ELP of all or specified cohorts of students. Types, designs, content, modes, etc. of currently used PELA in Australia are summarised in the table below:

<table>
<thead>
<tr>
<th>characteristic</th>
<th>range of types</th>
</tr>
</thead>
<tbody>
<tr>
<td>organisation</td>
<td>institution-wide / faculty based / unit based</td>
</tr>
<tr>
<td>design</td>
<td>in-house / co-designed with external advisor / purchased ‘off the shelf’</td>
</tr>
<tr>
<td></td>
<td>single instrument / 2 part instrument (screening &amp; diagnostic component)</td>
</tr>
<tr>
<td>content</td>
<td>skills-based tasks with emphasis on writing / ‘indirect’ tasks such as cloze texts/ oral presentations</td>
</tr>
<tr>
<td></td>
<td>general proficiency / generic academic register / discipline specific register</td>
</tr>
<tr>
<td>mode</td>
<td>paper based / online</td>
</tr>
<tr>
<td></td>
<td>timed / untimed</td>
</tr>
<tr>
<td></td>
<td>compulsory / optional</td>
</tr>
<tr>
<td></td>
<td>supervised / self-administered</td>
</tr>
<tr>
<td></td>
<td>secure / freely available</td>
</tr>
<tr>
<td></td>
<td>available all year / available at specific times</td>
</tr>
<tr>
<td></td>
<td>automated marking / marked by hand</td>
</tr>
<tr>
<td>target</td>
<td>all students / international students / new students / EAL students entering HE below a certain identified level / students enrolled in a particular course/unit</td>
</tr>
<tr>
<td>feedback</td>
<td>score / band / descriptor / individual written feedback</td>
</tr>
<tr>
<td></td>
<td>confidential / distributed to academic coordinator or ALL unit</td>
</tr>
<tr>
<td>follow-up</td>
<td>at initiative of student / mandatory enrolment in a language enhancement program / contact from an ALL educator to discuss needs</td>
</tr>
</tbody>
</table>

In January/February 2017, a short survey was completed across the Australian university sector asking if universities were conducting any kind of diagnostic assessment of their students English language proficiency.

The survey was sent to A.L.L. contacts at the 39 Australian universities and the results were compiled on the basis of the responses to this survey and compared with information obtained in November 2011 via a similar survey. Some information was obtained through university websites.

This report is based on responses received from 85% (n=33*) of the 39 universities. One contact person did not know if their university conducted PELA. Another objected to participating in the survey as it had no ethics approval. 70% of the universities who responded reported conducting some form of diagnostic assessment, a slight increase compared to the 62% reported in 2011. In comparison, in 2008, only 46% of Australian universities reported conducting some form of diagnostic language assessment.

Of the 23 universities reporting some type of diagnostic language activity, 52% indicate a university wide and/or 61% report language diagnostic activities conducted at faculty/faculties level. Of the 23 PELA activities reported, 52% are compulsory, 78% aimed at all students (across the university or in a faculty/faculties) and 17% are only for specific cohorts (e.g. international students).

Of the 23 reported PELAs, 78% assess general written proficiency, 83% assess academic writing, and 61% assess reading; 13% listening, and 4% speaking (n=1).

Of all the PELA activities reported, 83% are developed locally, and 17% are commercially purchased language tests. 57% of all the PELAs are paper based, 57% are only or also on-line assessments. 61% are
marked by staff with academic language & learning expertise and 22% are marked by other staff. In all 23 language diagnostic activities reported, the language assessment results are communicated to students, in 61% of cases, results are communicated to faculties and 22% to other university staff/departments.

Only 39% of universities provide information about their PELA through an URL or their university website.

A comparison with the 2011 survey results is summarised in the table below.

## PELA survey sent to 39 Australian universities: 2011 and 2017 comparison

<table>
<thead>
<tr>
<th>responses:</th>
<th>2011 n= 37 98 %</th>
<th>2017 n= 33 85 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 do you PELA?</td>
<td>YES n= 23 62 %</td>
<td>YES n= 23 70 %</td>
</tr>
<tr>
<td>02 University wide</td>
<td>of the 23 46 %</td>
<td>of the 23 52 %</td>
</tr>
<tr>
<td>03 Faculties only</td>
<td>21 %</td>
<td>61 %</td>
</tr>
<tr>
<td>04 compulsory</td>
<td>83 %</td>
<td>52 %</td>
</tr>
<tr>
<td>for all students</td>
<td>78 %</td>
<td>78 %</td>
</tr>
<tr>
<td>selected cohorts</td>
<td>13 %</td>
<td>17 %</td>
</tr>
<tr>
<td>05 assessing general English</td>
<td>70 %</td>
<td>78 %</td>
</tr>
<tr>
<td>academic writing</td>
<td>83 %</td>
<td>83 %</td>
</tr>
<tr>
<td>reading</td>
<td>52 %</td>
<td>61 %</td>
</tr>
<tr>
<td>listening</td>
<td>30 %</td>
<td>13 %</td>
</tr>
<tr>
<td>speaking</td>
<td>9 %</td>
<td>4 %</td>
</tr>
<tr>
<td>06 locally developed</td>
<td>83 %</td>
<td>83 %</td>
</tr>
<tr>
<td>commercially purchased</td>
<td>17 %</td>
<td>17 %</td>
</tr>
<tr>
<td>07 paper based</td>
<td>71 %</td>
<td>57 %</td>
</tr>
<tr>
<td>on-line</td>
<td>52 %</td>
<td>57 %</td>
</tr>
<tr>
<td>08 marked by ALL staff</td>
<td>78 %</td>
<td>61 %</td>
</tr>
<tr>
<td>by other</td>
<td>30 %</td>
<td>22 %</td>
</tr>
<tr>
<td>externally/automatically</td>
<td>6 %</td>
<td>30 %</td>
</tr>
<tr>
<td>09 resultssent: to students</td>
<td>100 %</td>
<td>100 %</td>
</tr>
<tr>
<td>to faculties</td>
<td>65 %</td>
<td>61 %</td>
</tr>
<tr>
<td>to others</td>
<td>39 %</td>
<td>22 %</td>
</tr>
<tr>
<td>10 URL with info</td>
<td>40 %</td>
<td>39 %</td>
</tr>
<tr>
<td>11 comments</td>
<td>57 %</td>
<td>26 %</td>
</tr>
</tbody>
</table>

Alex Barthel, Feb. 2017, lexybar@gmail.com
* participating universities
1. Australian Catholic University*
2. Australian National University*
3. Bond University*
4. Central Queensland University*
5. Charles Darwin University*
6. Charles Sturt University
7. Curtin University*
8. Deakin University*
9. Edith Cowan University*
10. Federation University*
11. Flinders University*
12. Griffith University*
13. James Cook University*
14. La Trobe University
15. Macquarie University*
16. Monash University*
17. Murdoch University*
18. Queensland University of Technology*
19. RMIT*
20. Southern Cross University*
21. Swinburne University*
22. University of Adelaide
23. University of Canberra
24. University of Melbourne*
25. University of New England*
26. University of Newcastle*
27. University of Notre Dame*
28. University of NSW*
29. University of Queensland*
30. University of South Australia*
31. University of Southern Queensland*
32. University of Sydney*
33. University of Tasmania*
34. University of Technology Sydney*
35. University of the Sunshine Coast
36. University of Western Australia*
37. University of Wollongong
38. Victoria University*
39. Western Sydney University*
Evaluating post-entry language assessments
Ute Knoch, University of Melbourne
uknoch@unimelb.edu.au


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Table 1. Characteristics of test, scoring and administration

<table>
<thead>
<tr>
<th>Evaluation inference - Characteristics of test, scoring and administration</th>
<th>Sources of supporting evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claim: The score on the test is an adequate reflection of the observed test behaviour</td>
<td></td>
</tr>
<tr>
<td><strong>Warrants</strong></td>
<td><strong>Sources of supporting evidence</strong></td>
</tr>
<tr>
<td>1. Instructions and tasks are clear to all test takers.</td>
<td>Student questionnaires/interviews</td>
</tr>
<tr>
<td>2. Test is pitched at appropriate difficulty level</td>
<td>Statistical analysis of test properties (i.e., item difficulty, discrimination, internal consistency).</td>
</tr>
<tr>
<td>3. Test tasks/items discriminate consistently between more and less able candidates.</td>
<td>Statistical analysis of test scores.</td>
</tr>
<tr>
<td>4. Raters can implement scoring procedures consistently.</td>
<td>Student questionnaires/interviews; review of test administration protocol; observation of test sessions, interviews with test invigilators.</td>
</tr>
<tr>
<td>5. Test administration conditions are clearly articulated and appropriate.</td>
<td></td>
</tr>
</tbody>
</table>


### Table 2. Reliability of results across administrations

**Generalisability inference - Reliability of results across administrations**

Claim: The assessment yields results that are consistent across assessment contexts

<table>
<thead>
<tr>
<th>Warrants</th>
<th>Supporting evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Different test forms are parallel in design.</td>
<td>Review of test specifications and test materials.</td>
</tr>
<tr>
<td>2. Appropriate equating procedures are used to ensure equivalent difficulty across forms.</td>
<td>Review of equating reports and statistical procedures used.</td>
</tr>
<tr>
<td>3. Sufficient tasks are included to provide stable estimates of test taker ability.</td>
<td>Statistical analysis of scores from a trial test population.</td>
</tr>
<tr>
<td>4. Test administration conditions are consistent</td>
<td>Review of procedures; interviews with students and invigilators.</td>
</tr>
</tbody>
</table>

### Table 3. Relevance of PELA to domain

**Explanation and Extrapolation inferences – Relevance of PELA to domain**

Claim: The assessment provides information on test takers' skills/knowledge and characteristics that is in keeping with understanding of academic language proficiency and relevant to the academic domain. The test tasks are adequate proxies for those performed in the academic domain.

<table>
<thead>
<tr>
<th>Warrants</th>
<th>Sources of supporting evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Characteristics of test tasks are similar to those required of students in the academic domain (and those in the language development courses students are placed in).</td>
<td>Comparison of test materials and course materials/course assessment requirements.</td>
</tr>
<tr>
<td>2. Scoring criteria and rubrics capture relevant aspects of performance.</td>
<td>Review by language testing and domain experts.</td>
</tr>
<tr>
<td>3. Test results are good predictors of language performance in academic domain.</td>
<td>Correlations between PELA scores and academic performance esp. language-related academic tasks (e.g. essays, oral presentations, GPAs and WAMs).</td>
</tr>
<tr>
<td>4. Scores derived from the test provide sufficient information about candidates' academic language proficiency (i.e., no construct under-representation).</td>
<td>Review of test materials to ensure adequate coverage of academic language domain.</td>
</tr>
<tr>
<td>5. Performance on PELA relates to performance on other assessments of academic language proficiency.</td>
<td>Correlation between test scores and scores derived from other validated test instruments measuring similar abilities; correlation between test scores and teacher rankings of language proficiency.</td>
</tr>
</tbody>
</table>
### Table 4. Appropriacy of decisions based on test

**Decision inference – Appropriacy of decisions based on test**  
Claim: Score-based decisions are appropriate and well communicated.

<table>
<thead>
<tr>
<th>Warrants</th>
<th>Sources of supporting evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students are correctly categorised based on their test scores.</td>
<td>Interviews with key stakeholders (e.g. students, academic staff, learning and teaching staff); review of test results; review of standard-setting activities to set cut-scores; review of academic outcomes for students classified above and below the cut-score.</td>
</tr>
<tr>
<td>2. The test results include feedback on test performance and a recommendation.</td>
<td>Review of policy and practice.</td>
</tr>
<tr>
<td>3. Recommendation is closely linked to on-campus support.</td>
<td>Review of language development options; interviews with key stakeholders including students.</td>
</tr>
<tr>
<td>4. Assessment results are distributed in a timely manner.</td>
<td>Review of practice; interviews with key stakeholders.</td>
</tr>
<tr>
<td>5. The test results are available to all relevant stakeholders.</td>
<td>Review of policy and practice.</td>
</tr>
<tr>
<td>6. Test users understand the meaning and intended use of the scores.</td>
<td>Review of policy and practices, including test website; interviews with test users.</td>
</tr>
</tbody>
</table>

### Table 5. Beneficial

**Consequences inference - Consequences**  
Claim: The consequences of using the PELA and the decisions informed by the PELA are beneficial to all stakeholders.

<table>
<thead>
<tr>
<th>Warrants</th>
<th>Sources of supporting evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All targeted test takers sit for the test.</td>
<td>Analysis of test administration data.</td>
</tr>
<tr>
<td>2. The test does not result in any stigma or disadvantage for students.</td>
<td>Interviews with students regarding their test attitudes and experiences following the test.</td>
</tr>
<tr>
<td>3. Test takers’ perceptions of the test and its usefulness are positive.</td>
<td>Interviews with students.</td>
</tr>
<tr>
<td>4. The feedback from the test is useful and directly informs their future learning.</td>
<td>Interviews with students and language support teachers.</td>
</tr>
<tr>
<td>5. Students act on the test recommendation (i.e. take up the proposed language development strategies).</td>
<td>Review of student uptake data.</td>
</tr>
<tr>
<td>6. Follow-up language development options provided for students are appropriate.</td>
<td>Interviews with key staff and students regarding reasons for compliance or non-compliance.</td>
</tr>
<tr>
<td>7. Learners taking up support options improve their English over the course of their studies.</td>
<td>Interviews with key stakeholders including students.</td>
</tr>
<tr>
<td>8. Students who fail to act on test recommendations are more likely to struggle in their academic studies.</td>
<td>Comparison of pre- and post-test scores.</td>
</tr>
<tr>
<td></td>
<td>Comparison of academic results of compliant and non-compliant students.</td>
</tr>
</tbody>
</table>
English Language and Learning Policy

1. PURPOSE
   To provide for the development of enrolled students’ English language and learning in accordance with the University’s strategic objectives and government threshold standards for higher education.

2. POLICY STATEMENT
   2.1 The University considers the development of English language proficiency to be integral to the development of discipline-based knowledge, and that language use varies according to context, audience and purpose.
   2.2 To communicate effectively is a graduate capability.
   2.3 Students require adequate English language proficiency to successfully engage with their studies and, on completion, to participate in their professional work environments.
   2.4 Staff involved in curriculum design, assessment practices, course delivery and or supervision are responsible for developing students’ English language proficiency through these activities.
   2.5 Students will take an active role in developing their English language proficiency. This includes taking advantage of the opportunities provided for that development during their degree. The university will ensure these development opportunities are widely publicised.
   2.6 The university will restrict Curtin coursework degree entry to all students who have demonstrated attainment of a prescribed minimum English language proficiency.
      2.6.1 Faculty areas may set English language entry requirements at a higher level in order to meet professional accreditation and effective study participation requirements.
      2.6.2 Where there is no minimum entry requirement, as in the case of (but not limited to) enabling programs and Open Universities Australia programs, English language proficiency will be assessed and development will be integrated into the program to ensure students meet the equivalent of minimum entry.
   2.7 The university will conduct a diagnostic post-entry English language assessment (PELA) of all commencing students in Curtin degree courses to identify those whose English language proficiency may adversely affect their studies.
   2.8 The university will offer a range of English language development programs and opportunities to all students.

3. RESPONSIBILITY FOR IMPLEMENTATION, COMPLIANCE MONITORING, MEASURING AND CONTINUAL IMPROVEMENT
   These management positions are responsible for implementation and compliance monitoring of the policy in their work areas:
   - Deputy Vice-Chancellor, Academic
   - Faculty Pro-Vice Chancellors/Director CAS, or nominees.

4. SCOPE OF POLICY
   This policy applies to all students and staff involved in teaching and learning.

5. DEFINITIONS
   (Note: Commonly defined terms are located in the Curtin Common Definitions. Any defined terms below are specific to this document)
   Commencing Students
   Students commencing studies at Curtin including those who have received Credit for Recognised Learning (CRL).
   Diagnostic assessment
A post-entry language assessment conducted as a means of determining a student's level of English language proficiency and an appropriate development path.

**English language proficiency**

English language proficiency is defined by the Australian higher education standards authority as "language proficiency (the ability to communicate in the English language) and academic language proficiency (the ability to:

- participate effectively in a course of study delivered in English and to achieve expected learning outcomes without requiring significant English language support; and
- to gain entry to the labour market or a further course of study)"


6. **SUPPORTING PROCEDURES**

*English Language and Learning Procedures*

7. **RELATED DOCUMENTS/LINKS**

*Admission and Enrolment Manual*: Minimum entry requirements for English

*Course Approval and Quality Manual*

*Language of Instruction Policy*

<table>
<thead>
<tr>
<th>Contact</th>
<th>Julianne Reid, Associate Deputy Vice-Chancellor, Learning &amp; Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Manager</td>
<td>Deputy Vice-Chancellor, Academic</td>
</tr>
<tr>
<td>Approval Authority</td>
<td>Academic Board</td>
</tr>
<tr>
<td>Review Date</td>
<td>1st April 2017</td>
</tr>
</tbody>
</table>

### REVISION HISTORY

<table>
<thead>
<tr>
<th>Revision / Ref. No.</th>
<th>Approved/ Amended/ Rescinded</th>
<th>Date</th>
<th>Committee / Board / Executive Manager</th>
<th>Resolution</th>
<th>Document Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>Approved</td>
<td>30/08/2013</td>
<td>Academic Board</td>
<td>AB 157/13</td>
<td>Attachment 1 to Document No 00922/13</td>
</tr>
<tr>
<td></td>
<td>Administratively Updated</td>
<td>06/10/2015</td>
<td>Director, Legal and Compliance Services</td>
<td>EC 76/15</td>
<td>Executive Manager Title Changes</td>
</tr>
</tbody>
</table>
All commencing students in Curtin degree courses, including those who enter via pathways or receive credit for recognised prior learning, will complete a diagnostic assessment of their English language proficiency. This assessment, known as the PELA (Post Entry Language Assessment) will be administered via Blackboard. An English language development program (SUCCESS) will be offered to students who will benefit from additional support.

Selection process
Selection is made via a PELA, a compulsory task completed through the designated Communications units during the first week of the semester. Outcomes are graded according to the SUCCESS Marking Criteria document. There are three outcome grades; these are:

- Not required to attend SUCCESS (OK)
- Recommended to attend SUCCESS
- Required to attend SUCCESS

Students who are recommended or required to attend SUCCESS will receive an automated message via their OASIS account advising them of this. They are provided with information about the class times and venues, and instructions on how to enrol. The first face-to-face SUCCESS class commences in Week 3. OUA or fully online students are required to complete the SUCCESS Online 2016 program, which is available as a faculty-specific Blackboard unit.

Face-to-face Program
The face-to-face SUCCESS program comprises a series of structured tutorial sessions, with each (weekly) session focusing on a separate topic related to developing academic literacy. Each version of SUCCESS is tailored to the specific requirements of the Communications units to which it is attached, and topics are allocated according to the following list of modules:

- Module 1: Assignment types
- Module 2: Question analysis
- Module 3: Academic style
- Module 4: Sentence writing
- Module 5: Creating paragraphs and using bullet points
- Module 6: Linking ideas
- Module 7: Starting and ending
- Module 8: Referencing and Academic Integrity
- Module 9: Editing and proofreading
- Module 10: Review and evaluation
Areas covered include: paraphrasing, summarizing, coherence and cohesion, synthesizing, grammar and sentence structure in academic writing, Academic Integrity – citing and referencing in essays, presentations and reports, editing and proofreading work for submission, reflective writing, report writing, essay writing.

Lesson delivery
Each lesson (module) is conducted in a 50-minute time slot, commencing in Week 3 and running for ten teaching weeks until the end of semester. Students who are required to attend, must attend a minimum of seven out of a possible ten modules in order to pass the communications unit to which the SUCCESS program is linked.

Online Program
SUCCESS Online 2016 is available to students who cannot attend face-to-face lessons (OUA and external), as a unit on Blackboard. The program comprises a series of ten modules, each one covering a single topic. The list of topics is aligned with the face-to-face version (see above).

For more information, please contact:
Dr Trish Dooey
EnglishHum@curtin.edu.au
9266 1563
<table>
<thead>
<tr>
<th>Band</th>
<th>Descriptor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10</td>
<td><strong>Writing shows evidence of an expert writer of academic English:</strong></td>
</tr>
<tr>
<td></td>
<td>• fully completes the task with sufficient length, detail and depth in the</td>
</tr>
<tr>
<td></td>
<td>appropriate register</td>
</tr>
<tr>
<td></td>
<td>• organises information in a logical fashion, has unity of theme, and</td>
</tr>
<tr>
<td></td>
<td>expresses ideas coherently using a wide range of cohesive devices</td>
</tr>
<tr>
<td></td>
<td>appropriately; paragraphing is appropriate throughout</td>
</tr>
<tr>
<td></td>
<td>• uses a wide range of contextually appropriate vocabulary and has no</td>
</tr>
<tr>
<td></td>
<td>spelling errors</td>
</tr>
<tr>
<td></td>
<td>• uses a wide range of complex sentences, with virtually no grammatical or</td>
</tr>
<tr>
<td></td>
<td>punctuation errors</td>
</tr>
<tr>
<td></td>
<td><strong>Unlikely to require any assistance to develop academic writing skills and/or use of the English language in an academic context.</strong></td>
</tr>
<tr>
<td>8</td>
<td><strong>Writing shows evidence of a competent writer of academic English:</strong></td>
</tr>
<tr>
<td></td>
<td>• completes the task with sufficient detail, depth and length; register is</td>
</tr>
<tr>
<td></td>
<td>appropriate</td>
</tr>
<tr>
<td></td>
<td>• generally organises information and ideas in a logical fashion; expresses</td>
</tr>
<tr>
<td></td>
<td>ideas coherently using a range of cohesive devices, including appropriate</td>
</tr>
<tr>
<td></td>
<td>paragraphing</td>
</tr>
<tr>
<td></td>
<td>• uses a range of contextually appropriate vocabulary, and spelling errors</td>
</tr>
<tr>
<td></td>
<td>are rare or minor</td>
</tr>
<tr>
<td></td>
<td>• uses a range of complex sentences, with very few if any, punctuation or</td>
</tr>
<tr>
<td></td>
<td>grammatical errors, and these do not impede communication</td>
</tr>
<tr>
<td></td>
<td><strong>Unlikely to need any assistance to develop academic writing skills and/or use of the English language in an academic context at this stage.</strong></td>
</tr>
<tr>
<td>7</td>
<td><strong>Writing shows evidence of a novice to good writer of academic English:</strong></td>
</tr>
<tr>
<td></td>
<td>• completes the task, but may lack detail in places; register is inconsistent</td>
</tr>
<tr>
<td></td>
<td>• is mostly logically organised, but paragraphing may be underdeveloped or</td>
</tr>
<tr>
<td></td>
<td>lacking in focus</td>
</tr>
<tr>
<td></td>
<td>• uses a range of mostly appropriate vocabulary but with limited flexibility</td>
</tr>
<tr>
<td></td>
<td>• demonstrates some ability to use complex sentences; contains some grammar</td>
</tr>
<tr>
<td></td>
<td>or punctuation errors, but the meaning can generally be understood</td>
</tr>
<tr>
<td></td>
<td><strong>Needs to develop academic writing skills and/or use of the English language in an academic context. Suggest SUCCESS online/The Learning Centre or other online resources.</strong></td>
</tr>
<tr>
<td>6.5</td>
<td><strong>Writing shows evidence of a novice writer of academic English:</strong></td>
</tr>
<tr>
<td></td>
<td>• completes the task, but lacks detail; register may be inappropriate</td>
</tr>
<tr>
<td></td>
<td>• is mostly logically organised, but paragraphing may be inadequate,</td>
</tr>
<tr>
<td></td>
<td>underdeveloped or lacking in focus</td>
</tr>
<tr>
<td></td>
<td>• uses a limited lexical range, but this is just adequate for the task</td>
</tr>
<tr>
<td></td>
<td>• contains noticeable grammar or punctuation errors, which generally do not</td>
</tr>
<tr>
<td></td>
<td>impede communication</td>
</tr>
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<td></td>
<td><strong>Needs to develop academic writing skills and/or use of the English language in an academic context. RECOMMENDED to attend SUCCESS tutorials.</strong></td>
</tr>
<tr>
<td>6</td>
<td><strong>Writing shows evidence of a novice writer of academic English:</strong></td>
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<td></td>
<td>• completes the task, but may lack key elements; register is inappropriate</td>
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<td></td>
<td>• has an overall logic and coherence, but paragraphing may be absent or</td>
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<td></td>
<td>inadequate; may use formulaic language, indicating limited range and</td>
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<td></td>
<td>flexibility.</td>
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<tr>
<td></td>
<td>• contains a number of punctuation and grammatical errors, especially in</td>
</tr>
<tr>
<td></td>
<td>more complex forms, sometimes causing difficulty for the reader</td>
</tr>
<tr>
<td></td>
<td><strong>Needs assistance to develop academic writing skills and/or use of the English language in an academic context. REQUIRED to attend the SUCCESS tutorials.</strong></td>
</tr>
<tr>
<td>5</td>
<td><strong>Writing shows evidence of a novice writer of academic English:</strong></td>
</tr>
<tr>
<td></td>
<td>• just completes the task, but generally lacks depth, detail, length or the</td>
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<td></td>
<td>appropriate register</td>
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<td></td>
<td>• shows inconsistency in logic and coherence; paragraphs and sentences lack</td>
</tr>
<tr>
<td></td>
<td>unity and flow in parts</td>
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<tr>
<td></td>
<td>• vocabulary range may be restricted to more commonly used terms</td>
</tr>
<tr>
<td></td>
<td>• has frequent grammar and punctuation errors, often causing difficulty for</td>
</tr>
<tr>
<td></td>
<td>the reader; simple sentence forms predominate</td>
</tr>
<tr>
<td></td>
<td><strong>Needs assistance to develop academic writing skills and/or use of the English language in an academic context. REQUIRED to attend the SUCCESS tutorials.</strong></td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| 3-4   | Writing shows evidence of a novice writer of English:  
  - does not fully address/complete the task; use of formal academic English is partial or limited.  
  - may lack an overall logic and coherence; paragraphs and sentences lack unity and flow due to insufficient language strategies  
  - uses a limited vocabulary range which may include inappropriate word choice or formulaic use of language; spelling errors are numerous and may impede communication.  
  - contains numerous grammar and punctuation errors, causing strain for the reader  
  
*Needs assistance to develop academic writing skills and/or use of the English language in an academic context. Required to attend the SUCCESS tutorials.* |
| 1-2   | Writing shows evidence of a novice writer:  
  - does not address/complete the task, or is off-topic/underlength  
  - does not use formal academic English  
  - shows little or no evidence of organisational strategies (paragraphing, cohesive devices)  
  - has limited vocabulary range and word formation is poor  
  - contains numerous grammar and punctuation errors, causing severe strain for the reader  
  
*Needs assistance to develop academic writing skills and/or use of the English language in an academic context. Required to attend the SUCCESS tutorials.* |
| 0     | Does not attempt task. Refer to UC/TSO. |

*Note: scripts of less than 250 words will automatically merit a MAXIMUM score of 6.*
UG PELA completed under secure conditions in the Assessment Centre in week one of semester. The essay questions are assigned randomly from a bank of 25 items, each of which include two options.

Instructions to students:

Write a short essay of no less than 250 words in a formal academic style for your university tutor. Write in an impersonal, formal style suitable for an academic context - do not use I. You have 40 minutes to complete the task.

Choose ONE of the following topics to write about:

**Topic 1**
Type two diabetes and heart disease are major health issues in Australia and other countries. Describe and discuss one major healthcare problem in Australia or overseas.

**OR**

**Topic 2**
The Australian government spends billions of dollars on public healthcare every year. Discuss the benefits of having a public healthcare system.

**Topic 1**
In health organizations, many people now work in teams. Discuss how effective teamwork can improve patient care.

**OR**

**Topic 2**
Healthcare in Australia has traditionally focused on the treatment of common diseases. However, prevention is better than cure. Discuss.

**Topic 1**
Both group and individual assignments are common at university. Discuss the pros and cons of these assignment types.

**OR**

**Topic 2**
Individual written assignments are one of the main ways in which learning is assessed on a health sciences course. Discuss why being able to write well is an important skill for health science graduates.
Please fill in the information below:

<table>
<thead>
<tr>
<th>First name</th>
<th>Your tutorial day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family name</td>
<td>Your tutorial time</td>
</tr>
<tr>
<td>Student ID</td>
<td>Your tutor’s name</td>
</tr>
</tbody>
</table>

The UG PELA is an integral part of Curtin University’s commitment to developing the English language proficiency of ALL students, regardless of their language and education background. PELAs are embedded in significant units in both undergraduate and postgraduate courses across all faculties at Curtin. PELA writing tasks are one of the ways in which we can evaluate your language and as a result, provide targeted feedback and writing support.

This PELA writing task requires you to answer the question below.

**Why did you choose to study at Curtin and what are your expectations of university life this semester?**

Writing instructions

- Write in a formal academic style.
- Organise your ideas into two or three paragraphs.
- Do not write more than 300 words.
- You have 20 minutes to do this task
**CIB (MGMT1001): Marking criteria for the PELA**

### Task fulfilment

<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptor: essays in this category...</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Answer the question relevantly in sufficient detail and length, and in the appropriate register.</td>
</tr>
<tr>
<td>4</td>
<td>Answer the question relevantly and in the appropriate register, but may lack detail or length.</td>
</tr>
<tr>
<td>3</td>
<td>Answer the question relevantly, but may lack detail, length or the appropriate register.</td>
</tr>
<tr>
<td>2</td>
<td>Answer the question only partially or in a limited way, and may lack the appropriate register.</td>
</tr>
<tr>
<td>1</td>
<td>Answer the question minimally and may lack the appropriate register.</td>
</tr>
<tr>
<td>0</td>
<td>Do not address the task at all or misinterpret the task.</td>
</tr>
</tbody>
</table>

### Grammar and vocabulary

<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptor: essays in this category...</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Include a wide range of contextually appropriate vocabulary and do not include any grammatical errors.</td>
</tr>
<tr>
<td>4</td>
<td>Include a range of contextually appropriate vocabulary and include few, if any, grammatical errors.</td>
</tr>
<tr>
<td>3</td>
<td>Include some grammatical errors in complex language forms, and/or may include a more limited vocabulary range.</td>
</tr>
<tr>
<td>2</td>
<td>Include some grammatical errors and/or use a limited range of vocabulary items which may include inappropriate word use.</td>
</tr>
<tr>
<td>1</td>
<td>Include several grammatical errors and/or use a limited vocabulary range, which may include inappropriate word use.</td>
</tr>
<tr>
<td>0</td>
<td>Are unable to achieve the task set because of vocabulary and/or grammar limitations.</td>
</tr>
</tbody>
</table>

### Organisation, coherence and cohesion

<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptor: essays in this category...</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Are logically organised, have unity of theme and express ideas coherently through a range of appropriately connected sentence types.</td>
</tr>
<tr>
<td>4</td>
<td>Are logically organised, express ideas coherently, and use a range of appropriately connected sentence types.</td>
</tr>
<tr>
<td>3</td>
<td>Have an overall logic and coherence, and include a range of sentence types which are usually appropriately connected.</td>
</tr>
<tr>
<td>2</td>
<td>May lack overall organisation, but develop ideas coherently. Sentences may be limited in type or inappropriately connected.</td>
</tr>
<tr>
<td>1</td>
<td>May lack overall organisation or the development of ideas, but include some connection between the ideas expressed.</td>
</tr>
<tr>
<td>0</td>
<td>Lack overall organisation, thematic unity and coherence in and/or between sentences.</td>
</tr>
</tbody>
</table>

### Mechanical accuracy (spelling, punctuation)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptor: essays in this category...</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Are free from spelling or punctuation errors.</td>
</tr>
<tr>
<td>4</td>
<td>Contain very few spelling or punctuation errors.</td>
</tr>
<tr>
<td>3</td>
<td>Contain a number of spelling and/or punctuation errors.</td>
</tr>
<tr>
<td>2</td>
<td>Contain several spelling and/or punctuation errors.</td>
</tr>
<tr>
<td>1</td>
<td>Contain numerous spelling and/or punctuation errors.</td>
</tr>
<tr>
<td>0</td>
<td>Contain so many errors in spelling or punctuation that overall comprehension is impeded.</td>
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</tbody>
</table>

### Overall grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptor: students achieving this grade...</th>
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</thead>
<tbody>
<tr>
<td>9 - 10</td>
<td>Are unlikely to require any specific English language or writing assistance.</td>
</tr>
<tr>
<td>7 – 8.5</td>
<td>Are likely to benefit from focusing on the development of specific English language or writing skills as they progress through their course, but may not require formal assistance.</td>
</tr>
<tr>
<td>5.5 -6.5</td>
<td>Would benefit from additional English language and/or writing skills development and are recommended to attend SUCCESS.</td>
</tr>
<tr>
<td>0 – 5</td>
<td>Would benefit from additional English language and/or writing skills development and must attend SUCCESS.</td>
</tr>
</tbody>
</table>

The overall grade is obtained by adding up all the totals for each criterion and dividing by 2. This gives a mark out of 10.
The PG PELA is an integral part of Curtin University’s commitment to developing the English language proficiency of ALL students, regardless of their language and education background. PELAs are embedded in significant units in both undergraduate and postgraduate courses across all faculties at Curtin. PELA writing tasks are one of the ways in which we can evaluate your language and as a result, provide targeted feedback and writing support.

This PELA writing task requires you to read two short texts on the topic of age diversity in the workplace before writing a short academic essay of between 250 and 300 words. You should use evidence from these texts as you respond to the statement below.

Discuss how the accounting profession is responding to the challenge of age diversity in the workplace.

Note: When you ‘discuss’ in writing, you use your reasoning skills, backed up by selected evidence to make a case for or against an argument or view. You therefore adopt a position based on the information you have read, and explain and support this position. You have 45 minutes to do this task.

Writing instructions:

• Write in a formal academic style.
• Organise your ideas into two or three paragraphs.
• Use the key words where necessary (this won’t be considered as plagiarism).
• Paraphrase ideas from the texts but do not directly copy phrases and sentences.
• Use the Chicago 16 Author-Date referencing style when paraphrasing.
• Do not write more than 300 words.
• Remember – you have 45 minutes to do this task.

You don’t need to write a reference list.
Meeting the Challenges of Age Diversity in the Workplace

Sutton Bell, Nancy, and Marvin Narz

The modern CPA firm has four generations working side by side: Traditionalists, Baby Boomers, Generation X, and Generation Y. Because of demographic realities, managers must both develop new programs to attract younger workers and entice older productive workers to delay retirement. Many employers are finding that flexible work arrangements are effective in meeting both these challenges. Several cultural trends can be inferred from generational characteristics. Since the Baby Boomers entered the workplace, dual-career families have become the norm. Flextime allows flexibility in when employees arrive at and leave work. There is frequently some core time each day when all employees must be present, with employees given flexibility in structuring the rest of their work time. These programs should give CPA firms a critical, competitive tool in attracting and retaining valuable employees. Employees, whatever their generation, appreciate an employer that provides accommodations to help them achieve greater success in their personal and professional lives.

Key words: CPAs, flexible hours, generations, demographics, competitive advantage, workplace diversity


Coping with Demographic Change in Job Markets: How Age Diversity Management Contributes to Organisational Performance

Bieling, Gisela, Ruth Maria Stock, and Florian Dorozalla

Demographic shifts are altering job markets in developed countries. A steady increase in the average age of employees and a decline in the number of young, qualified workers have intensified the war for talent, resulting in highly competitive and dynamic job markets. Using resource dependence theory, this study investigates how organisations respond to such challenges. An investigation of a sample of 153 German companies provides support for the hypotheses that HR managers implement age diversity management in both appraisal and compensation practices as a response to competitive job markets which, in turn, contributes to organisational performance.

Key words: resource dependence theory, human resource management, age diversity management, job market trends, organisational performance

Please fill in the following:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Student ID:</th>
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<tbody>
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</tbody>
</table>
Thank you for doing the PELA. Please hand back ALL pages to your tutor.
## Marking criteria for the Postgraduate PELA

### Task fulfilment

<table>
<thead>
<tr>
<th>Grade</th>
<th>Essays in this category answer the question relevantly in sufficient detail and length, using appropriate academic style.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Essays in this category answer the question relevantly but may lack detail or length using appropriate academic style.</td>
</tr>
<tr>
<td>4</td>
<td>Essays in this category answer the question partially, and may lack detail, length or the use of appropriate academic style.</td>
</tr>
<tr>
<td>3</td>
<td>Essays in this category answer the question in a limited way, and lack the use of appropriate academic style.</td>
</tr>
<tr>
<td>2</td>
<td>Essays in this category answer the question minimally, and lack the use of appropriate academic style.</td>
</tr>
<tr>
<td>1</td>
<td>Essays in this category do not address the task at all or misinterpret the task.</td>
</tr>
</tbody>
</table>

### Grammar and vocabulary

<table>
<thead>
<tr>
<th>Grade</th>
<th>Essays in this category include a wide range of vocabulary appropriate to the topic and do not include any grammatical errors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Students achieving this grade include a range of vocabulary appropriate to the topic and include few grammatical errors.</td>
</tr>
<tr>
<td>4</td>
<td>Students achieving this grade include some grammatical errors in complex language forms, and a more limited range of vocabulary inappropriate to the topic.</td>
</tr>
<tr>
<td>3</td>
<td>Students achieving this grade include a range of grammatical errors, limited vocabulary appropriate to the topic and a number of inappropriate word choices.</td>
</tr>
<tr>
<td>2</td>
<td>Students achieving this grade include many grammatical errors, limited vocabulary appropriate to the topic and frequent inappropriate word choices.</td>
</tr>
<tr>
<td>1</td>
<td>Students achieving this grade are unable to achieve the task set because of vocabulary and/or grammar limitations.</td>
</tr>
</tbody>
</table>

### Organisation, coherence and cohesion

<table>
<thead>
<tr>
<th>Grade</th>
<th>Essays in this category are logically organised on the topic and express ideas coherently through a range of appropriately connected sentence types.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Students achieving this grade are logically organised on the topic and frequently express ideas coherently, and use a range of appropriately connected sentence types.</td>
</tr>
<tr>
<td>4</td>
<td>Students achieving this grade have an overall logic regarding the topic and mostly include a range of sentence types which are appropriately connected.</td>
</tr>
<tr>
<td>3</td>
<td>Students achieving this grade lack overall logical organisation and connection to the topic. Sentences are limited in type or inappropriately connected.</td>
</tr>
<tr>
<td>2</td>
<td>Students achieving this grade lack logical organisation and the discussion of the topic. Sentences are very limited in type and are inappropriately connected.</td>
</tr>
<tr>
<td>1</td>
<td>Students achieving this grade lack overall organisation, discussion of topic and coherence in and/or between sentences.</td>
</tr>
</tbody>
</table>

### Chicago 16 Referencing (uses source material appropriately)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Essays in this category use Chicago 16 author date style accurately and appropriately when referencing information from sources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Students achieving this grade use Chicago 16 author date style accurately and appropriately in most cases when referencing information from sources.</td>
</tr>
<tr>
<td>4</td>
<td>Students achieving this grade contain limitations in the use of Chicago 16 author date style when referencing information from sources.</td>
</tr>
<tr>
<td>3</td>
<td>Students achieving this grade contain inaccurate use of Chicago 16 author date style when referencing information from sources.</td>
</tr>
<tr>
<td>2</td>
<td>Students achieving this grade contain little and inappropriate use of Chicago 16 author date style when referencing information from sources.</td>
</tr>
<tr>
<td>1</td>
<td>Students achieving this grade contain no referencing of sources.</td>
</tr>
</tbody>
</table>

### Overall grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Students achieving this grade are unlikely to require language development or writing assistance but are welcome to attend Advanced SUCCESS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 - 10</td>
<td>Students achieving this grade are likely to benefit from a personal focus on specific language development and</td>
</tr>
</tbody>
</table>
writing skills but may not require formal assistance. They are welcome to attend Advanced SUCCESS.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - 6.5</td>
<td>Students achieving this grade are <strong>recommended</strong> to attend Advanced SUCCESS for language development and writing assistance.</td>
</tr>
<tr>
<td>0 – 4.5</td>
<td>Students achieving this grade are <strong>strongly recommended</strong> to attend Advanced SUCCESS for language development and writing assistance.</td>
</tr>
</tbody>
</table>

The overall grade is obtained by adding up all the totals for each criterion and dividing by 2. This gives a mark out of 10.
“INSERT DATE”

Dear _____,

Thank you for doing the Postgraduate PELA. Your writing was marked using four criteria:

**Task fulfilment**
This refers to answering the question in a relevant way, writing enough words, using an appropriate academic style and referencing information from sources.

**Grammar and vocabulary**
This refers to using a wide range of correct grammar and vocabulary appropriate to the topic.

**Organisation, coherence and cohesion**
This refers to organising your writing on the topic in a logical way and also connecting your sentences and paragraphs using suitable words and phrases.

**Chicago 16 Referencing**
This refers to using source material appropriately.

Below are some personalised comments about your writing for each of the four categories. We provide these comments at the beginning of your studies in order for you to consider ways in which you can develop your language and writing skills over the duration of your degree.

<table>
<thead>
<tr>
<th>Category</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task fulfilment</td>
<td>You have answered the question in a relevant way. Your essay could have been longer or had more detail. You have used an appropriate level of formality.</td>
</tr>
<tr>
<td>Grammar and vocabulary</td>
<td>You have used a range of appropriate vocabulary. There are just a few grammatical errors.</td>
</tr>
<tr>
<td>Organisation, coherence and cohesion</td>
<td>You have organised your writing logically. Your ideas are connected and you express them appropriately.</td>
</tr>
<tr>
<td>Chicago 16 Referencing</td>
<td>You have used Chicago 16 author date style accurately and appropriately in most cases when referring to information from the two sources.</td>
</tr>
</tbody>
</table>

**“SELECT RESULT AND COMMENT”**

Overall grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 - 10</td>
<td>Well done! You are unlikely to require language development or writing assistance but are welcome to attend Advanced SUCCESS.</td>
</tr>
<tr>
<td>7 – 8.5</td>
<td>You are likely to benefit from a personal focus on specific language development and writing skills but may not require formal assistance. They are welcome to attend Advanced SUCCESS.</td>
</tr>
<tr>
<td>5 -6.5</td>
<td>You are recommended to attend Advanced SUCCESS for language development and writing assistance.</td>
</tr>
</tbody>
</table>
0 – 4.5

It is strongly recommended you attend Advanced SUCCESS for language development and writing assistance.

Regards,

“INSERT Name”
CBS Communication Skills Centre
cbs-comskills@curtin.edu.au
Read the three journal article abstracts, make notes and paraphrase the main ideas, arguments and evidence keeping an exact record of where you took the information from:

**Abstract 1** (Savolainen-Kopra et al., 2012)

Background: Hand hygiene is considered as an important means of infection control. We explored whether guided hand hygiene together with transmission-limiting behaviour reduces infection episodes and lost days of work in a common work environment in an open cluster-randomized 3-arm intervention trial.

Methods: A total of 21 clusters (683 persons) were randomized to implement hand hygiene with soap and water (257 persons), with alcohol-based hand rub (202 persons), or to serve as a control (224 persons). Participants in both intervention arms also received standardized instructions on how to limit the transmission of infections. The intervention period (16 months) included the emergence of the 2009 influenza pandemic and the subsequent national hand hygiene campaign influencing also the control arm.

Results: In the total follow-up period there was a 6.7% reduction of infection episodes in the soap-and water arm (p = 0.04). Before the onset of the anti-pandemic campaign, a statistically significant (p = 0.002) difference in the mean occurrence of infection episodes was observed between the control (6.0 per year) and the soap-and-water arm (5.0 per year) but not between the control and the alcohol-rub arm (5.6 per year). Neither intervention had a decreasing effect on absence from work.

Conclusions: We conclude that intensified hand hygiene using water and soap together with behavioural recommendations can reduce the occurrence of self-reported acute illnesses in common work environment. Surprisingly, the occurrence of reported sick leaves also increased in the soap-and water-arm.

Abstract 2 (Warren-Gash, Fragaszy, & Hayward, 2012)

Hand hygiene may be associated with modest protection against some acute respiratory tract infections, but its specific role in influenza transmission in different settings is unclear. We aimed to review evidence that improving hand hygiene reduces primary and secondary transmission of (i) influenza and (ii) acute respiratory tract infections in community settings. We searched Medline, Embase, Global Health and Cochrane databases up to 13 February 2012 for reports in any language of original research investigating the effect of hand hygiene on influenza or acute respiratory tract infection where aetiology was unspecified in community settings including institutions such as schools, and domestic residences. Data were presented and quality rated across outcomes according to the Grading of Recommendations Assessment, Development and Evaluation system. Sixteen articles met inclusion criteria. There was moderate to low-quality evidence of a reduction in both influenza and respiratory tract infection with hand hygiene interventions in schools, greatest in a lower–middle-income setting. There was high-quality evidence of a small reduction in respiratory infection in childcare settings. There was high-quality evidence for a large reduction in respiratory infection with a hand hygiene intervention in squatter settlements in a low-income setting. There was moderate- to high-quality evidence of no effect on secondary transmission of influenza in households that had already experienced an index case. While hand hygiene interventions have potential to reduce transmission of influenza and acute respiratory tract infections, their effectiveness varies depending on setting, context and compliance.

Abstract 3 (Little, et al., 2015)

Background

Handwashing to prevent transmission of respiratory tract infections (RTIs) has been widely advocated, especially during the H1N1 pandemic. However, the role of handwashing is debated, and no good randomised evidence exists among adults in non-deprived settings. We aimed to assess whether an internet-delivered intervention to modify handwashing would reduce the number of RTIs among adults and their household members.

Methods

We recruited individuals sharing a household by mailed invitation through general practices in England. After consent, participants were randomised online by an automated computer-generated random number programme to receive either no access or access to a bespoke automated web-based intervention that maximised handwashing intention, monitored handwashing behaviour, provided tailored feedback, reinforced helpful attitudes and norms, and addressed negative beliefs. We enrolled participants into an additional cohort (randomised to receive intervention or no intervention) to assess whether the baseline questionnaire on handwashing would affect handwashing behaviour. Participants were not masked to intervention allocation, but statistical analysis commands were constructed masked to group. The primary outcome was number of episodes of RTIs in index participants in a modified intention-to-treat population of randomly assigned participants who completed follow-up at 16 weeks. This trial is registered with the ISRCTN registry, number ISRCTN75058295.

Findings

Across three winters between Jan 17, 2011, and March 31, 2013, we enrolled 20,066 participants and randomly assigned them to receive intervention (n=10,040) or no intervention (n=10,026). 16,908 (84%) participants were followed up with the 16 week questionnaire (8,241 index participants in intervention group and 8,667 in control group). After 16 weeks, 4,242 individuals (51%) in the intervention group reported one or more episodes of RTI compared with 5,135 (59%) in the control group (multivariate risk ratio 0·86, 95% CI 0·83–0·89; p<0·0001). The intervention reduced transmission of RTIs (reported within 1 week of another household member) both to and from the index person. We noted a slight increase in minor self-reported skin irritation (231 [4%] of 5,429 in intervention group vs 79 [1%] of 6,087 in control group) and no reported serious adverse events.

Interpretation

In non-pandemic years, an effective internet intervention designed to increase handwashing could have an important effect in reduction of infection transmission. In view of the heightened concern during a pandemic and the likely role of the internet in access to advice, the intervention also has potential for effective implementation during a pandemic.

Faculty of Health Sciences  
Semester 1 2016  
SUCCESS-PG Academic and Professional English Diagnostic

Writing Task

Part 1: Academic English

In this task, you will write a short academic essay (250 - 300 words) based on ideas and evidence from the texts on the following topic:

*Discuss* how hand hygiene affects the spread of infection in common environments.

**Discuss** - *This is a written debate where you are using your reasoning skills, backed up by selected evidence to make a case for or against an argument.*

- Write in a formal academic style suitable for an academic audience
- Organise your ideas into two or three paragraphs
- Do not write more than 300 words
- You must include an in-text citation, including the line numbers, when you refer to an idea from the extracts
  - E.g. There were no negative effects on participants in either group (Little et al., 2015, 26-27).
- You may use key words from the text only; you must not copy phrases, clauses or sentences
  - **Not acceptable**: No serious adverse events were reported by Little et al. (2015, 26-27)
  - **Acceptable**: There were no serious negative effects on participants in either group

Part 2: Professional English

You are a manager in a workplace and you are responsible for health and safety. There has been an outbreak of influenza/flu.

In this task, you must write an email (100 to 150 words) to your team outlining the problem and the steps that everyone should take. Write in a style appropriate to an Australian workplace setting.

Do not copy anything from the extracts, but you may use the knowledge and ideas from the extracts to inform your email.
Task: Write a short essay (about 150 words) about the topic written on the board. You have 20 minutes to complete the task. Your paper will be marked and returned to you in class next week. Please ensure that you collect the marked paper.

Topic: 

Please write clearly
Dear Student

Thank you for completing the Writing Task. The purpose of this Writing Task is to make sure that you have early feedback about your English language skills. High-level writing skills are deeply valued by employers; make the most of your time at university to refine your skills.

ECU has Learning Consultants available on each campus with a range of support programs in place. Whether you received a Level 1, 2 or 3, there are programs available to develop and refine your skills.

Taking action:

<table>
<thead>
<tr>
<th>Level</th>
<th>What this means</th>
<th>Your action</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Your writing task did not meet the required English language proficiency standard and you need to take action.</td>
<td>You are required to seek support and must complete the Foundation Writing Course. Your attendance will be recorded. After completing this course you may require additional language support during your studies.</td>
</tr>
<tr>
<td>2</td>
<td>Your writing task demonstrated a moderate level of proficiency. It requires improvement to meet the English language standard.</td>
<td>You are encouraged to seek support with your writing. You should undertake language support during the course of your studies.</td>
</tr>
<tr>
<td>1</td>
<td>Your writing task met the required English language proficiency standard.</td>
<td>You should monitor your English proficiency and access appropriate resources to refine your skills.</td>
</tr>
</tbody>
</table>

Alternatively, you have the option of enrolling in **ELP1001: Writing for Professionals**. This writing-based unit is available to all students and can help you build your writing and language skills. The unit begins in Week 3 and you can contact the Course Information Hub for more details regarding this unit.

Details of these language programs are outlined in the handout attached to this letter. Further information regarding the Writing Task and the full range of English language support available to you at ECU can be accessed on the **Academic Skills Centre** site within the **My Communities** section on your Blackboard homepage.

It is a requirement of the Tertiary Education Quality & Standards Agency (TEQSA) that students meet a minimum standard of English language proficiency before graduating. During the course of your study, your English language proficiency will be further assessed in a prescribed unit. You will be required to demonstrate a minimum standard of English language proficiency in order to pass. It is therefore important that you develop, refine and monitor your English language proficiency and take appropriate steps to ensure that it meets the standard required for graduation.

On behalf of ECU’s English Language Team, I wish you well in your studies.

Ron Oliver
Deputy Vice Chancellor (Teaching and Learning)
FEEDBACK SHEET

Student Number: _____________________________

FEEDBACK KEY (with examples only) – Sections where you need help:

Sentence Structure

<table>
<thead>
<tr>
<th>Sentence Completeness (SC) (incomplete, run on)</th>
<th>Sentence Length / Complexity (SL) (simple, rambling, word order)</th>
<th>Phrase/Clause Order (PCO) (order of phrases/clauses impedes meaning)</th>
<th>Conjunctions (Con) (and, but, yet, so, because, although)</th>
<th>Punctuation (P) (comma, full stop, capitals, semicolons, colons)</th>
</tr>
</thead>
</table>

Word Use

<table>
<thead>
<tr>
<th>Word Choice (WC) (idioms, slang, does not suit the sentence, missing words)</th>
<th>Word Form (WF) (plural, noun or verb form, -ing form)</th>
<th>Articles (A) (a, an, the)</th>
<th>Tense (T) (walk, walked, have walked, have been walking)</th>
<th>Noun/Verb Agreement (NVA) (he were [was], they is [are])</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling (Sp) (repeated incorrect spelling)</td>
<td>Apostrophes (Ap) (missing, incorrect use, it’s/its)</td>
<td>Prepositions (Prep) (in, at, on, by, from)</td>
<td>Informal Language (IL) (isn’t [is not], &amp; [and], colloquial terms)</td>
<td>Paragraphs (Para) (no paragraphs when needed, too short)</td>
</tr>
</tbody>
</table>

English Language Proficiency Description

<table>
<thead>
<tr>
<th>Focus on the topic</th>
<th>Content</th>
<th>Development of topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Strong focus on the topic</td>
<td>□ Appropriate and relevant</td>
<td>□ Logical and sustained connections throughout essay</td>
</tr>
<tr>
<td>□ Satisfactory focus on the topic</td>
<td>□ Mostly relevant material included</td>
<td>□ Simple ideas developed</td>
</tr>
<tr>
<td>□ Poor focus on the topic</td>
<td>□ Irrelevant material included</td>
<td>□ Ideas are disorganised and/or weakly connected across paragraphs</td>
</tr>
</tbody>
</table>

Based on the feedback, the following actions are recommended:

1. **No English language support required:** High Proficiency
   - You should monitor your English proficiency and access appropriate resources to refine your skills.

2. **May require English language support:** Developing/Moderate Proficiency
   - You are encouraged to undertake a language support course offered by Learning Consultants. These can be accessed on the Academic Skills Centre site within the “My Communities” tab of your Blackboard homepage.

3. **English language support required:** Low Proficiency
   - You must seek support to improve your language skills. You should complete the Foundation Writing Course offered by Learning Consultants on all campuses. Access the Academic Skills Centre site within the “My Communities” tab of your Blackboard homepage to register.

3. **Unable to mark**
   - □ Limited sample
   - □ Unable to read writing

Marker’s initials & ID No: _____________________________
The ability to communicate clearly, concisely and logically in English is crucial to study at the University and is a required attribute of all graduates.

This Good Practice Guide outlines the shared responsibilities of University staff and students for incrementally building students’ English language skills.

General guidelines

It is expected that UWA students will:
- continue to develop their English language communication skills post admission
- be supported in this development by staff
- be highly articulate in English by the time they graduate.

To achieve these aims, staff should give high priority to early intervention. For effective early intervention, it is important to:
- integrate information on the University’s English language development expectations and assistance into materials routinely distributed to students
- incorporate English language assessment and development activities into academic programs where possible
- be alert to students’ needs for additional English language development
- refer students to STUDY Smarter services where appropriate, and
- phrase such referrals in a positive manner.

Staff can assist the uptake of services by routinely asking students if they know about the STUDY Smarter programs available to assist them to gain a competitive edge in their studies. When these services are mentioned repeatedly in contexts that tap into students’ academic aspirations, follow-up referrals are more readily accepted by students than when they are introduced for the first time in the context of a perceived learning or language skills deficit.

STUDY Smarter services

The STUDY Smarter team aims to assist all students of the University to develop skills and techniques for independent, articulate, life-long learning. This team provides a diverse range of interactive face-to-face sessions, online and hard copy resources and electronic communication modes to improve student learning. The team also works collaboratively with staff across and outside UWA to promote excellence in teaching and learning through joint teaching, research projects and community service.

The STUDY Smarter site provides comprehensive information and an extensive range of downloadable resources for students and staff. The English Language Corner contains advice on and links to services and resources designed specifically to assist English language skills development.

Responsibilities of UWA staff

All professional and academic staff members who have direct contact with students are normally expected to:
- identify students who may require additional English language skills development when they are interacting with students
- know where additional English language skills training is available and provide details of facilities available, and
- advise students of their responsibilities for English language development (see over page).

Some simple ways of determining whether additional English language training is required include asking students about their studies, getting them to repeat information, checking how well they have completed forms,
seeing how well they follow instructions, observing their interaction with others, and listening for gaps in their communication.

University staff members who develop curricula and co-ordinate academic programs are normally expected to:

- ensure curricula, teaching and assessment practices develop English language communication skills as part of the normal academic program
- ensure that each level of a major requires students to demonstrate English language communication skills
- apply increasing standards of satisfactory communication in English progressively during the course, and
- include in all unit outlines the following statement or similar:
  Assistance with study skills, including English language skills, is available free of charge to all enrolled students from Student Services.

Website: [www.studysmarter.uwa.edu.au](http://www.studysmarter.uwa.edu.au)
Location: Student Support Services, First Floor, Student Central. Telephone: (+61 8) 6488 2423.

University staff members who teach academic programs are normally expected to:

- integrate English language development with teaching practices, for example by modelling the discourse of the discipline and indicating appropriate standards
- identify students who may require training in additional English language skills through informal means, for example by engaging students in dialogue and monitoring in-class activities and discussions
- integrate English language development with assessment practices so that students’ English language development needs can be detected early
- provide students with reasonable levels of feedback to assist them to improve their skills or to remedy deficiencies
- know where additional English language skills training is available and provide details of facilities available to assist English language development, and
- know where staff development support is available for integrating, assessing and providing feedback on English language communication skills and access such support as required.

STUDY Smarter Advisers are normally expected to:

- provide free services and resources that assist students to develop English language communication, critical information literacy and independent learning skills
- collaborate with staff across and outside UWA on joint teaching, community service and research projects that promote excellence in teaching and learning, and
- develop, deliver and evaluate discipline-specific curricula and resources in conjunction with other staff on a minimal cost-recovery basis.

Responsibilities of UWA students

While staff members at the University have significant responsibilities for assisting students in their ongoing development of English language communication skills, students need to accept the major responsibility for their English language development and take an active learning approach to developing their skills. Students are responsible for identifying when they need assistance to improve their English language communication skills, pro-actively seeking out the services and resources available to help them, and applying what they learn.

UWA students are normally expected to:

- demonstrate increasing levels of English language competency, information literacy and study skills throughout their studies
- set their own English language communication development goals and monitor their own progress, seeking assistance to do so where necessary
- seek feedback on English language skills from a variety of sources
- reflect on assessment feedback and apply suggestions to future pieces of work, and
- access assistance and work on improving their English language skills if advised to do so by a member of the University staff.
UWA Staff

Developing UWA students' English language proficiency

UWA helps students to improve their English language proficiency during their studies.

- UWA embeds English language skills into its courses.
- National standards and good practice guides support English language skills development.
- UWA facilitates and assesses the English language levels of incoming students.
- Students can access diverse STUDY Smarter services to develop their English while they study.
- UWA conducts research into student English language proficiency.

Contact STUDY Smarter if you’d like to discuss how we can help you develop services and resources to better support your students’ learning.

UWA embeds student ELP in its courses

The University develops student ELP throughout its courses.

- Communication skills working party report, the Good practice guidelines for developing communication skills and the UWA communications skills framework
  Learn about the conceptual framework for writing, oral presentation, critical information literacy and interpersonal skills that underpins UWA degrees.
- Educational Principles
  Discover the educational values which inform student learning, including clear, effective, appropriate communication.
- Good practice guide for developing the English language skills of UWA students
  Find out about University staff and students responsibilities for building students’ English language skills.
- Learning skills good practice guide
  Become familiar with staff and student responsibilities for developing students’ learning skills, including communication skills.

UWA practice is informed by national standards and good practice guides

National standards and good practice guides inform Australian universities development of student ELP.

- Degrees of proficiency
  Browse tools, reference materials and links to assist institutions to devise strategies for the English language development of their students.
- Good practice principles for English language proficiency for international students in Australian universities
  Become familiar with Australian universities’ responsibilities for the English language proficiency of their students.
- Higher education standards framework (Threshold Standards) 2011
  Understand course accreditation standards for ELP in terms of admission criteria (3.2), course design (1.2) and assessment and learning outcomes (5.6).
TEQSA terms of reference for English language proficiency quality assessment
Find out about the terms of reference for 2014 quality assessments of higher education provider approaches and practices relating to English language proficiency.

UWA facilitates, tests and sets standards for entry-level ELP
The University teaches intensive English language courses, tests entry-level ELP and sets standards for admission.

- **English language competence**
  Get to know UWA’s ELP admission requirements for undergraduate and postgraduate coursework programs.

- **English language competency for higher degrees by research**
  Understand ELP admission requirements for higher degrees by research at UWA.

- **UWA Centre for English Language Teaching (CELT)**
  Learn about UWA’s intensive English language training programs at CELT.

- **UWA Test Centres - UWA Centre for English Language Teaching**
  Find out about international English language tests run at CELT.

UWA provides diverse support to develop student ELP
The University employs a range of strategies to develop student English language proficiency.

- **English Language Bootcamp**
  Find out about the STUDYSmarter English language bootcamp.

- **English Language Corner**
  Get to know strategies students can use to develop ELP, and UWA services and resources that can assist them with this.

- **STUDYSmarter**
  Access a range of services and resources to help students improve study, communication, maths, writing and research skills.

- **Language and Cultural Exchange (LACE)**
  Join LACE, an intercultural friendship program that provides regular free social events for UWA postgraduate students and staff, facilitating international postgraduate student transition and promoting ELP.

UWA regularly reviews and conducts research into ELP
The University conducts regular reviews of the ELP of its students and is active in ELP research.

- **Language and learning networks**
  Find out about networks for developing ELP supported by academic language and learning educators at UWA.

- **Review of English language skills of UWA graduates**
  Become familiar with recommendations of the most recent review of UWA graduate student ELP.

- **STUDYSmarter research into student ELP**
  Get to know UWA research into student ELP by Siri Barrett-Lennard, Team Leader, STUDYSmarter.
Reflective writing task: STUDYSmarter

<table>
<thead>
<tr>
<th>Given name:</th>
<th>Family name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID:</td>
<td>Degree enrolled in:</td>
</tr>
</tbody>
</table>

In approximately 200 words, discuss your main study challenges and the strategies you will use to overcome them. Include your perceptions of your strengths and weaknesses in written and oral communication. Use complete sentences and appropriate paragraph structure.

---

ENSC1001 writing assessment: STUDYSmarter

<table>
<thead>
<tr>
<th>Given name:</th>
<th>Family name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID:</td>
<td>Tutorial group number/tutor’s name:</td>
</tr>
</tbody>
</table>

This assessment is used to identify which students would most benefit from STUDYSmarter services, including workshops and drop-in services (please see the STUDYSmarter workshop calendar for details of times and venues).

In approximately 200 words, discuss why you decided to study ENSC1001 at UWA. Include your perceptions of your strengths and weaknesses in written and oral communication. Use complete sentences and appropriate paragraph structure.

---

---
Internal report  Re: ENSC1001 testing procedures and support

As requested, below is a brief overview on the writing task administered to ENSC1001 students in the second week of classes, and the support provided to students who complete this task.

The writing task

Students complete a reflective task that requires no specialist knowledge:

*In approximately 200 words, discuss why you decided to study ENSC1001 at UWA. Include your perceptions of your strengths and weaknesses in written and oral communication. Use complete sentences and appropriate paragraph structure.*

This task is administered by tutors, who give their students 20 minutes to complete this writing task in class. Tutors then collect the tasks and return these to the STUDYSmarter team for analysis. STUDYSmarter team members sort the responses into three categories and provide different levels of advice on how students can improve their communication skills.

Students with the strongest written responses are informed of the STUDYSmarter services available to all students. Students with the weakest responses are encouraged to attend additional customised workshops that focus on engineering communication. A summary of the categories of writing and the advice given to students is below:

<table>
<thead>
<tr>
<th>Categories</th>
<th>Advice to students</th>
</tr>
</thead>
<tbody>
<tr>
<td>G – good</td>
<td>Advice on STUDYSmarter services</td>
</tr>
<tr>
<td>Clear, well-structured response with few errors</td>
<td></td>
</tr>
<tr>
<td>O – borderline (optional workshops)</td>
<td>Advice on STUDYSmarter services, with an option to attend additional engineering communication tutorials</td>
</tr>
<tr>
<td>Writing weak at times; some errors occur</td>
<td></td>
</tr>
<tr>
<td>R – requires significant development</td>
<td>Strong recommendation to attend the additional tutorials and to use the full range of STUDYSmarter services</td>
</tr>
<tr>
<td>Meaning often unclear; major errors occur</td>
<td></td>
</tr>
</tbody>
</table>

The STUDYSmarter team emails students with this advice, and sends the results to ENSC1001 Unit Coordinators and Workshop Facilitators, who reinforce these messages in class.

Support provided to ENSC1001 students

As indicated above, all students are encouraged to use STUDYSmarter services to assist them throughout their university studies. They are informed of online services as well as those on campus, and particularly encouraged to seek individual assistance and advice at the daily WRITESmart drop-in sessions provided by STUDYSmarter team members and UWA Librarians.

If they need to help with math or statistics, they are also provided with information on services to assist them with these, and if English is their second or additional language, they are encouraged to attend English Language Bootcamp to improve their language skills. Each week, students receive GETSmart News, which provides study tips to assist them.

In addition, students with the weakest writing are strongly encouraged to attend the additional engineering communication workshops the STUDYSmarter team has developed to complement unit content and build the skills required for ENSC1001 assessments.
Diagnostic writing task: feedback

Hi (student name)

I’m contacting you to offer some feedback on the short reflective writing task you completed in your first practical workshop in ENSC1001 last week. Your writing indicated that you will need to develop your English Language and academic writing skills further.

The STUDYSmarter advisers can help you to develop your English language skills at English Language Bootcamp (Mondays 10am-11am (English grammar) and 11am-12pm (Speaking in English) in Student Central Room 2202). You can also find English language online resources at English Language Corner. The units HUMA1901 and HUMA1902 are designed for students who speak English as an additional language and will help you to develop your English Language skills.

For support with developing your academic writing, we recommend attending the STUDYSmarter specific skills workshops on academic writing (this week, next week and in week 5) and referencing (next week). You can also come to WRITESmart drop-in for advice, support and constructive feedback on your work (in the Reid library 10am-12pm weekdays).

Many ENSC1001 students have mentioned public speaking/presenting as an area they need to work on; if you want to learn how to deal with nerves and present confidently, come to the STUDYSmarter workshop ‘Presenting like a Pro’ in Week 5 (Tues 30th August 12pm-1pm, Student Central Room 2204, repeated Wed 31st 11am-12pm Student Central Room 2202). You may also be interested in attending UWA Toastmasters, Fridays 1pm-2pm in Student Central Room 2204 to develop your speaking skills and get constructive feedback (there is a membership fee to join but you are welcome to visit).

You are also strongly recommended to attend the ENSC1001 Communication skills workshops:

**ENSC 1001 Communication skills workshops – Weeks 6, 8, 10**

<table>
<thead>
<tr>
<th>Tues 6th Sept</th>
<th>Reading Critically (MILC152 12pm -1pm or 1pm-2pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues 20th Sept</td>
<td>Writing Critically (MILC152 12pm -1pm or 1pm-2pm)</td>
</tr>
<tr>
<td>Tues 4th Oct</td>
<td>Report writing (drop-in: bring your draft report) (MILC152 12pm -1pm or 1pm-2pm)</td>
</tr>
</tbody>
</table>
For more information about STUDYSmarter services and online resources, visit www.studysmarter.uwa.edu.au.

Best wishes,

(STUDYSmarter adviser)
**Diagnostic language/writing assessments at Murdoch University**

**2015-2016**

In 2015 and 2016, embedded diagnostic writing assessments were trialed in several core/transition units at Murdoch University, at both undergraduate and postgraduate levels.

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**2015-2016 Embedded approach to diagnostic writing assessment at Murdoch University**

**Writing Task**

*What are some of the challenges facing the world today? Do you agree that young people need to be given the responsibility to make the world a better place?*

**Reading**

Read the following passages and then as a group briefly discuss the questions above. You will then be given 30 minutes to answer the questions in the space provided below.

**TEXT A**

'Young people should be at the forefront of global change and innovation. Empowered, they can be key agents for development and peace. If, however, they are left on society's margins, all of us will be impoverished. Let us ensure that all
young people have every opportunity to participate fully in the lives of their societies’.

- Kofi Anan
Inter-Parliamentary Union. 2014. *International Day of Democracy.*

**TEXT B**

The youth of today are the first generation that can end poverty and we need to embrace this historic opportunity. More than a billion people worldwide still survive on less than a dollar a day. Not enough is being done to end this and make the world a better and safer place. Our elected leaders are not doing enough to end poverty. Even today, 1.2 billion people are forced to survive on less than one dollar a day, and 133 million young people cannot even read or write. The problem is unfortunately simple: governments are not doing enough. It might be argued that solving global challenges like poverty, hunger, environmental destruction, loss of resources and climate change is the responsibility of politicians, and that there is little that young people can do to help. Nothing could be further from the truth. To solve these problems, the world needs everyone; young people, aids activists, religious leaders, environmentalists, unions, civil society organisations, and women’s rights activists—everyone concerned about our future—to work together. Since we are the future, young people have an important role to play. This is our chance to really make a difference.

http://www.un.org/Pubs/CyberSchoolBus/mdgs/EN_ACTION_GUIDE.pdf

**TEXT C**

At the start of the 21st century, humankind finds itself on a non-sustainable course - a course that, unless it is changed, will lead to catastrophes of awesome consequences. At the same time, we are unlocking formidable new capabilities that could lead to much more exciting lives and glorious civilizations. This could be humanity's last century, or it could be the century in which civilization sets sail towards a far more spectacular future. Decisions that will lead to these wildly different conclusions have to be made soon. They depend upon our being able to understand the options of the 21st century, think logically about our future, and collectively take rational action.

We live on a small, beautiful and totally isolated planet, but its population is becoming too large, and growing rapidly in its desire to consume products that need resources beyond what the earth can provide. Technology is becoming powerful enough to wreck the planet. We are traveling at breakneck speed into an age of
extremes - extremes in wealth and poverty, extremes in technology and the experiments that scientists want to perform, extreme forces of globalism, weapons of mass destruction and terrorists acting in the name of religion. If we are to survive decently, we have to learn how to manage this situation.

During the lifetime of today's teenagers, fresh water will run out in many parts of the world, making food production difficult. Many fish species will be too depleted to replenish themselves. Global warming will bring hurricanes far more severe than Katrina, and will cause natural climate control mechanisms to go wrong. Rising temperatures will lower crop yields in many of the world’s poorest countries, such as those in central Africa. The immense tensions brought about by such situations will occur in a time of extremism, religious belligerence and suicidal terrorism, and this will coincide with terrible weapons becoming much less expensive and more widely available.

Today's youth are informed and educated. They understand the complexity of 21st century problems, and they do not seek simplistic answers. They are forming international youth networks to address global warming and AIDS. They are entering the world of business, taking their new perspectives and challenging the short-term thinking with images of long-term sustainable development. Revolutionary change is essential and today's young people will make it happen. If they understand what is possible, they can open up a highway to by far the most creative era in history.

## 2015-2016 Example Marking Rubric With Links

| Task response                                      | Good response                                                                 | Satisfactory response                  | Unsatisfactory response                | Links                                                                 |
|---------------------------------------------------|-------------------------------------------------------------------------------|----------------------------------------|----------------------------------------|                                                                      |
| **Context of and purpose for writing**            | The question is answered very directly                                        | The question is answered quite directly | The question is not directly answered  | Planning an assignment                                               |
| Have you answered the question?                    | The language and content are very appropriate for the implied audience        | The language and content are quite appropriate for the implied audience | There seem to be major misunderstandings about the topic and the argument is not clear. | How to Incorporate Audience into Your Writing (OWL@Purdue)  |
| Is your language and content appropriate to the implied audience and purpose? |                                                                                |                                        |                                        |                                                                      |
| **Content development**                           | The case is very well explained and a clear argument is given.                | The case is quite well explained and a clear argument is given. | There seem to be major misunderstandings about the topic and the argument is not clear. | Talk to your tutor about ways of improving these areas of your writing |
| Do you show an understanding of the topic?         |                                                                                |                                        |                                        |                                                                      |
| Have you explained your ideas well?                |                                                                                |                                        |                                        |                                                                      |
| **Paragraphs and writing style**                  | The paragraphs are well organised and flow well                               | The paragraphs are quite well organised and flow reasonably well | The paragraphs are not well organised and do not flow | Perfecting paragraphs                                               |
| Are your paragraphs well-organised?               | A clear, formal academic style is used                                         | The style contains some informal or complicated language, but is generally appropriate | The style is either too informal or too complicated and difficult to read. | What is academic style?                                               |
| Does your writing flow?                           |                                                                                |                                        |                                        |                                                                      |
| Are you writing in an appropriate style?           |                                                                                |                                        |                                        |                                                                      |
| **Sources and evidence**                          | The writer’s voice is strong and information from the text is well paraphrased to support own ideas. | The writer’s voice is quite strong but some information could be paraphrased more effectively. | The writing relies heavily on words and passages copied from the text | Paraphrasing authors                                                 |
| Have you properly referred to the article in your response? |                                                                                |                                        |                                        | Paraphrasing tutorial                                               |
| Have you paraphrased any information you used?     |                                                                                |                                        |                                        |                                                                      |
| **Syntax and mechanics**                          | The writing is well structured, with wide variety of correct sentence types, and accurate punctuation and grammar | The writing contains some variety of sentences and only minor errors in punctuation and grammar. | The writing contains too many simple or long, complicated sentences, and errors in sentence structure, punctuation and grammar | Sentence structure                                                    |
| Are your sentences well-structured, grammatically accurate, well-punctuated sentences? |                                                                                |                                        |                                        | Punctuation                                                        |
|                                                   |                                                                                |                                        |                                        | Grammar                                                             |
No intervention advised:

Essay: Hand hygiene is the most important strategy in clinical settings to reduce the spread of infections. Investigators assessed an open-label randomized trial conducted over 3 years to investigate whether a web-based intervention to increase activity and provide feedback would decrease the number of acute respiratory infection by recruiting 16908 adults participants from general practices in England over a subsequent 16 week winter period (Little et al., 2015, 6-19). Based on the completed questionnaires, 51% of intervention group and 59% of control group reported with one or more respiratory infections with risk ratio 0.86 (Little et al., 2015, 19-22). Moreover, compared with control-group participants, intervention-group participants reported fewer total days of illnesses, gastrointestinal tract infections and minor skin irritations (Little et., 2015, 22-25). Savolainen and Kopaert (2012) conducted an open cluster-3-arm intervention trial about whether guided handwashing with transmission-limiting behaviours lessens the infection and lost days at work. Out of the 683 participants, there was a 6.7% reduction of infection in soap and water with p value of 0.04 and a significant difference in the mean occurrence of infection between the control and soap and water method with p value of 0.02; however, no difference was noted between the control and the alcohol-rub method (Savolainen, Kopaert 2012, 5-15). So, it is concluded that intensified hand hygiene practices had a potentially important effect in reducing the occurrence of self-reported acute illnesses and incidence of infections.

Email: Attention: Tom Sawyer, Team leader, Health and Safety Department

Dear Tom,

As you are aware of the influenza/flu outbreak situation, as a strong team, we are required to take immediate actions for the well-being of our employees. Kindly ensure that handwashing protocol are printed and sticked to all handwashing stations. Ensure that they use dryers to wipe their hands, and cover their mouths and noses while sneezing or coughing. If anyone has a slight symptom, please refer to general practice and take leave if required.

Thanks for you

Intervention Required:

Essay: Hand hygiene according to the data given in the texts play a vital role in reduction, prevention and transmission of infections in different environments. There is 6.7% reduction in infection cases when people were asked and examined for 16 months to use soap and water for hand washing (Savolainen kopra et al., 2012 11 12). While at the other hand after studying different research works proofs were found that hand hygiene improves the primary and secondary transmission of influenza and acute respiratory infections (warren-Gash, Fragaszy and Hayward, 2012 3 4). Hand washing was been widely supported after and during pandemic of H1N1 (influenza) but the role of hand washing is debated because there are some blank spaces and it does not cover all the community settings (little, et ., 2015 2 3). Hand washing reduce self reported acute illness in a common work environment but there were no reduction in sick leaves. Savolainen et al., 2012 17 18 19 20). Hand washing has the potential to reduce infection transmission but the effectiveness varies in different settings. Hand washing will be useful if we put some standard measure and have a quite idea about the infectious disease and there transfer routes. then apply those standards all over the world according to according to the environment and keep check and balance.

Email

Monday, March 7, 2016 08:13:33 AM WST

Dear team mates attention please, through this mail i want to t you all know that we have an outbreak of influenza/flu. this is an acute respiratory infection and spread very quickly through air ways, touch and using each other equipments. therefore it is requested to all of you to keep wearing your masks all the time and keep washing your hands frequently, avoid gathering in the work place, and touching each others. please let every one know about this outbreak in case someone is unaware of this. if we follow these steps and instructions hope so we can overcome the spread of influenza and can keep our workplace healthy.

regards, health and safety officer
UG Examples (40 minutes writing time)

**Required:** students? is the topic of discussion for this essay. Looking at the outcomes and affects it has for students that are choosing a health science degree.

Over the years Curtin University have continuously evaluated and evolved their health science course’s offered to students. Research has shown that the intermingling of different health science backgrounds has had a positive effect on the student and the industry, providing a more confident and helpful health professional, this cross polination of different backgrounds widen’s the students knowledge in the health science industry, as well as deepening there own knowlege in there chosen field.

The second benefit to this is the friends you make at university in the other health science fields can assist with professional development and networking in the industry, bring more value to the patients they care for. Giving value benefits everyone form the patients receiving the proper treatment at a earlier stage, as well as the professional giving it and there network of other health professionals.

In conclusion, the cross polination of a wide range of health science students benifits the public by producing a more confident and well rounded health professional that can diagnose symptoms with more accuracy.

**Recommended:** Advantage’s and Disadvantages of health care professionals working in a team setting for the care of patients. In health organisations today, we come across many small teams who work in collaboration, they are giving the best possible care available to all patients.

Being an health care professional, you are expected to be competent in diagnosing and treating various types of problems which arise during your day. Working in team environment’s, this has a major positive effect for patient care. As you can see in today’s society where health issues are obly becoming more advanced and ineed of a very specialist approach. Being able to relate to fellow colleagues when you are unsure about a condition, this can be very helpful when diagnosing things and lastly creating a strong care plan to promote a full recovery.

Learning from other peer’s can be an extremely valuable way to understand more aspect’s of your profession Some disadvantages, which do arise when working in a team environment can be communicating with colleagues efficiently, reaching an agreed outcome can be difficult as many different opinions sometimes do not work in together with each other and simple things which work against being efficient which can result in issues not being resolved quickly and leaving the patient feeling unnoticed.

Overall, you can see that health organisations have tried working teams and not working in teams. In today’s health facilities working in a team environment has been the main benefit for providing both positive outcomes for both health care professionals and for the patient is ineed of a very particular type of care to resolve issues at hand. It is beneficial to learn how to work in a team environment and learn off your peer’s to develop your understanding in all aspects of care.

**No support needed:** In health organisations, many people now work in teams and this comes with a number of advantages and disadvantages. Some advantages include more ideas, input and point of views contributing to achieving a goal.

Disadvantages may include conflict within the team and this can lead to many problems in health organisations. Working in a team involves a number of people working together to achieve a particular goal. This can be advantageous as there are many people offering different ideas and skills, as opposed to one person working independently. With good communication and teamwork, teams will be able to work far more efficiently than one person. In a team, chances are there will be a diverse group of people working to conquer a common goal. With different backgrounds and perspectives, teams will be able to explore a broader range of ideas and skills required to move forward.

On the other hand, there are also disadvantages that come along with working in teams. People working together may often lead to conflicts and misunderstandings. Without the perfect communication essential for good teamwork, teams can find themselves in undesirable situations. Examples of this include uneven distribution of workload, disagreements of how things should be done and inefficient progressings. Also, there are many reasons why working independently may be seen as better than working in a team. You don’t need to take into consideration of what other people think, it’s all your own work. They say that you can trust noone but yourself. There is no need to worry about others; if you have an idea, just go ahead and do it. Having said this, working independently means that no other ideas and opinions can be brought from different perspectives. Many brains is always better than one brain.

I believe that the advantages of working in a team definitely outweigh the disadvantages. This is why in health organisations, many people now work in teams. Physiotherapists, occupational therapists, pharmacists, doctors, etc, all work in a team to make the quality of life better for their patients.