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HIGHER EDUCATION LANGUAGE AND PRESENTATION SUPPORT

2017

Request for a Commonwealth supported place and a HECS-HELP loan

www.studyassist.gov.au

The fine print: this is important information you need to know about:

- completing your form,
- your CSP, and
- your HECS-HELP loan (if applicable).

NOTE 1 — Residency requirements for NZ SCVs

You must provide evidence to your provider, on or before the census date, that you first began residing in Australia as a minor at least 10 years before the first day.

For the purposes of this form, 'first day' means the first day you successfully applied for a HELP loan as an eligible NZ SCV holder for a unit that formed part of the same course of study. If you have not previously applied for a HELP loan for a unit that forms part of your course of study then the 'first day' is the date you submit this form.

NOTE 2 — Residency requirements for permanent non-humanitarian visa holders and other NZ citizens

Permanent non-humanitarian visa holders, and NZ citizens who do not meet the eligibility criteria noted at item 8 in section C are only eligible for a CSP. You are not eligible for a HECS-HELP loan and must pay your student contributions upfront and in full, on or before the census date, or your enrolment as a Commonwealth supported student will be cancelled.

NOTE 3 — The importance of your TFN

By providing your TFN on this form, you are requesting a loan from the Government for the student contribution amount for the unit/s in your course outstanding at the census date. Privacy and taxation laws protect your TFN information. There may be severe penalties if these laws are broken. If you want to use a HECS-HELP loan to pay for your study, you must meet the TFN requirements. This is because repayments on your HELP debt are made through the Australian taxation system.

TFNs are usually provided within 26 days of application. It is essential that you apply early to make sure you have your TFN on or before the census date. For more information on requesting a TFN, visit www.ato.gov.au.

NOTE 4 — Repaying your loan

You must start repaying your HELP debt through the tax system once your income is above a certain level (the compulsory repayment threshold). The threshold is adjusted each year. Repayments made through the Australian taxation system are called 'compulsory repayments'. In accordance with Chapter 4 of the Act, these repayments will continue while your income is above the compulsory repayment threshold until you have repaid your whole debt, even if you have not completed your studies and regardless of where you live.

HELP debts are managed by the ATO. You can view your HELP debt, confirm your payment reference number (PRN) and view payment options online. To do so, you need to create a MyGov account and link it to the ATO's online services—find out how at www.ato.gov.au/onlinehelp/balances.

For more information on repaying your HELP loan visit www.ato.gov.au or phone 13 28 61 between 8:00 am and 6:00 pm, Monday to Friday.

NOTE 5 — Use of personal information

The Department of Education and Training (the department) collects your personal information, including your TFN, in accordance with the Australian Privacy Principles for the purpose of administering Government assistance, including verifying eligibility for a CSP and if applicable, your HECS-HELP loan, and for overseas HELP debt recovery under the Act. The department also collects your personal information for the purposes of research, statistics, policy formation and program management. If you do not provide the information required on this form, you may not be eligible for Government assistance.

The authority to collect and share your personal information is contained in section 19-70 and Division 190 of the Act. Your personal information may be shared with other government agencies including, but not limited to, the ATO and the Department of Immigration and Border Protection. Information may also be shared with overseas agencies for the purposes of HELP debt collection. Your personal information will not be disclosed without your consent unless authorised or required by law.

IMPORTANT INFORMATION

Full details of how the department handles personal information for the purpose of CSPs and HELP loans is available at www.studyassist.gov.au.

The department's Privacy Policy is available at www.education.gov.au/condensed-privacy-policy. Should you wish to correct the personal information you provided on this form, please contact your provider directly.

2017



Australian Government

Request for a Commonwealth supported place and a HECS-HELP loan



www.studyassist.gov.au

Read this booklet.

1

You must use this form to accept your enrolment in a subsidised Commonwealth supported place (CSP) and to apply for a HECS-HELP loan (if you are eligible). A student enrolled in a CSP is called a Commonwealth supported student.

Complete each section and question that is relevant to you.

2

WHAT IS A CSP AND WHAT IS A HECS-HELP LOAN?

The total cost of a CSP is split into two parts: the Australian Government (Government) pays one part—this is a subsidy, and you pay the other part—this is called your student contribution amounts.

You will either pay your student contributions upfront, or if you are eligible, you can use a HECS-HELP loan. If you do not pay your student contributions (either upfront or if eligible, with a HECS-HELP loan) by the census date, then your approved education provider (provider) will cancel your enrolment in the CSP.

Section C is to access a CSP and if eligible, section D is to get a HECS-HELP loan.

3

HOW TO COMPLETE THIS FORM

1. You MUST read the *Commonwealth supported places and HECS-HELP information for 2017* booklet before completing this form. You can download your copy from www.studyassist.gov.au. This booklet contains detailed information about:
 - who can get a CSP and how it works,
 - who can get a HECS-HELP loan and how it works,
 - the terms and conditions of the loan, and
 - an explanation of the words and terms used in this form.
2. To complete this form read the **Notes** on the back page.
3. Complete each question that is relevant to you. Your form will not be valid unless each question is completed correctly.
4. Return the completed PROVIDER COPY of this form to the student administration or enrolments office at your provider on or before the census date for your unit/s of study.
5. Keep the STUDENT COPY of this form for your records.

Sign the form at section E.

4

Return the completed form to your provider.

5

Keep the student copy for your records.

6

REMEMBER

- Your provider may set an earlier **administrative date** for the submission of the form—you should check with them.
- The Government issued duplicate form is the **only valid** paper version of this form. PDF printouts are **not valid** and you will **not** be eligible for a HECS-HELP loan if you submit a PDF printout of this form.

EXAMPLE

1 You MUST read the Commonwealth supported places and HECS-HELP information for 2017 booklet before completing this form. When completing this form, please use a black or blue ballpoint pen and write neatly in BLOCK LETTERS.

2 My course cost breakdown and payment options

STEP 1 **CSP** Complete sections A, B, C & E to ensure you enter in the subsidised CSP.

STEP 2 **Calculator** The student contribution amount is what you will pay. There are 3 payment options depending on your eligibility.

Your CSP will be cancelled unless you finalise your payment arrangements by this census date.

2A **6** I am NOT eligible to get a HECS-HELP loan. I will pay my student contributions upfront on or before the census date.

2B **6** I am eligible for a HECS-HELP loan but I want to pay my student contributions upfront on or before the census date.

2C **TFN** I am eligible for a HECS-HELP loan and will get a loan to pay my student contributions on or before the census date. Make sure you meet the tax file number requirements at section D. You will incur a debt.

SECTION A. STUDENT DETAILS

1. Family name
LEE

Given names
SALLY

2. Date of birth (dd/mm/yy)
XX/XX/XX

3. Gender
 Female Male Gender X

SECTION B. PROVIDER

4. Name of provider
UTS

Campus
CITY

5. Student identification number
XXXXXXXXXX

6. Name of course (e.g. Bachelor of Science)
AC-DEV

Provider use – course of study code
C30017

SECTION C. CITIZENSHIP/VISA STATUS

To be eligible for a CSP or a HECS-HELP loan, you MUST meet the relevant requirements at item 7, 8, 9, 10 or 11 in this section. Please tick the boxes that apply to you.

7. I am an Australian citizen.

Will you be studying at least part of your course of study in Australia?
 Yes Go to section D.
 No You are not eligible for a CSP or a HECS-HELP loan. DO NOT COMPLETE THIS FORM.

8. I am a New Zealand (NZ) citizen and I hold a Special Category Visa (SCV), and meet ALL of the below criteria:

- I first began to be usually resident in Australia at least 10 years before the test date, and at that time I was a dependent child under the age of 18 with no spouse or de facto partner; and
- I have been in Australia for at least:
 - A total of 9 out of 10 years immediately before the test date; and
 - A total of 18 months out of the 7 years immediately before the test date.

Will you be studying at least part of your course in Australia?
 Yes Go to section D.
 No You are not eligible for a CSP or a HECS-HELP loan. DO NOT COMPLETE THIS FORM.

9. I am a New Zealand citizen (who is not also an Australian citizen, and does not meet the criteria at item 8).

Will you be resident in Australia for the duration of your unit(s) of study?
 Yes You are only eligible for a CSP. Go to section E.
 No You are not eligible for a CSP or a HECS-HELP loan. DO NOT COMPLETE THIS FORM.

SECTION C. CITIZENSHIP/VISA STATUS

10. I am a holder of a permanent non-humanitarian visa (contact your provider if you need help to determine your subclass).

Will you be resident in Australia for the duration of your unit(s) of study?
 Yes You are only eligible for a CSP. Go to section E.
 No You are not eligible for a CSP or a HECS-HELP loan. DO NOT COMPLETE THIS FORM.

11. I am a holder of a permanent humanitarian visa (contact your provider if you need help to determine your subclass).

Will you be resident in Australia for the duration of your unit(s) of study?
 Yes Go to section D.
 No You are not eligible for a CSP or a HECS-HELP loan. DO NOT COMPLETE THIS FORM.

SECTION D. TAX FILE NUMBER (TFN)

12. Your tax file number (TFN) will have 9 digits (e.g. 123 456 789).

Yes No OR

Certificate of application for a TFN attached.

You must submit your certificate with your form as soon as that you have applied for a TFN. You must advise your provider of your TFN within 21 days of receiving it.

Go to section E.

! WARNING

Your enrolment as a Commonwealth supported student will be cancelled if you do not either:

- pay your student contributions upfront, or
- if you are eligible, give your TFN (or the certificate from the ATO) to your provider, on or before the census date, to get a HECS-HELP loan.

SECTION E. DECLARATION/SIGNATURE

For this Request for a Commonwealth supported place and a HECS-HELP loan form to be valid, you MUST tick all the boxes which apply to you in this section and sign and date the form.

13. By signing this form, you are declaring that you agree to the following statements:

14. **Read Note 4** about repaying your loan.

Students requesting a HECS-HELP loan

You request that:

- The Government lends you the student contribution amount for units in your course outstanding at the census date (unless full upfront payment of your student contribution amount is made) and pays the outstanding amount to your provider on your behalf.

You understand that:

- you have an obligation to repay to the ATO the amount that the Government has loaned you, even if you do not complete your studies.
- your Higher Education Loan Program (HELP) debt with the Government will remain if you withdraw or cancel your enrolment after the census date but your debt may be removed by your provider in special circumstances.
- your HELP debt will be indexed annually in line with the Act.
- you are able to cancel this request, in writing, at any time, with your provider, and it will no longer apply from that time. However, this must be done by the census date, otherwise you will have a debt to the Government that you are legally required to repay.

15. **Read Note 5** about use of personal information.

All students

You declare that:

- the information on this form is complete and correct and you can produce documents to verify this if required.
- you have read and understood the Notes on the back page of this form.
- you have read the Commonwealth supported places and HECS-HELP information for 2017 booklet and you are aware of your obligations as a Commonwealth supported student.

You understand that:

- you must either make a full upfront payment or provide your TFN for the certificate from the ATO to your provider on or before the census date otherwise your enrolment as a Commonwealth supported student in the unit(s) of study will be cancelled.
- if your eligibility for a CSP and/or a HECS-HELP loan changes, you must notify your provider.
- by signing this form, you consent to the collection, use and disclosure of your personal information as outlined in Note 5.
- giving false or misleading information is a serious offence under the Criminal Code Act 1985.

Go to item 14.

14. Declaration
Signature
Sally Lee

Date (dd/mm/yy)
02/02/2018

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About HELPS (Video)



*Click on the image to
play video*

Learning Objectives

- To understand & appreciate the characteristics and stylistics of academic writing
- To practice rewriting sentences in a more formal register

- You can get an idea of the kind of writing style favoured in your subject area by looking at **relevant readings**.
- Your ability to write in an effective academic style will improve the **more you read**, and the more practice you get in writing.

Formal, academic style has some of the following characteristics:

- It uses an **impersonal style**: the third person (“it”, “he” and “she”) and often the **passive voice** (e.g., “It has been noticed that...”).
- It uses complex words and sentences to express **complex points** (e.g. “state-of-the-art”).
- It does not use contractions (e.g. *it's* for *it is* or *it has*; *would've* for *would have*)
- It does not use many abbreviations, though there are some abbreviations used in formal texts, such as titles with proper names (e.g. “Mr.”)
- It does not use vague expressions and slang words.
- It uses appropriate and clear expressions, appropriate vocabularies
- It uses an **objective style**, citing facts and references to support an argument.

Avoid colloquial language and slang

Informal	Formal
<i>pretty good</i>	<i>Persuasive; insightful; was well researched</i>
<i>very bad</i>	<i>poorly researched unsubstantiated;</i>
<i>heaps of data</i>	<i>provided significant data; detailed data</i>
<i>pros and cons</i>	<i>merits and demerits; positives and negatives</i>

Use acronyms (e.g. TAFE) and initialisms (e.g. UTS) **correctly**

- The general rule is to **write the name in full first time** with the acronym in brackets immediately after.
- For the rest of the essay, use the acronym.
- **Be consistent**—once you have written the acronym, use it all of the time.
- **Do not** use full stops between the abbreviated letters (e.g. UTS).
- If you need to make an acronym into a plural, then add a lower case 's' **without** using an apostrophe.
- If an abbreviation is commonly used as a word, you can use it in the abbreviated form without writing it in full first (e.g. NSW, FAQs).

Avoid abbreviations

- It is preferable to avoid using *e.g.*, *i.e.* and *etc.*, particularly in the body of your text. Instead, use *for example* and *that is*.
- Avoid using common abbreviations (such as e.g., i.e., viz., etc.)

It is best to write the full term in the text of your writing. For example:

cf. (use 'compare' instead)

e.g. (use 'for example' instead)

i.e. (use 'that is' instead)

vs. (use 'versus' instead)

& (use 'and' instead)

viz. (use 'namely', 'that is', 'to be specific', 'specifically' instead)

***Avoid* using run-on expressions**

Run on expressions include phrases such as 'and so forth', 'and so on' or 'etc'. Try to complete the sentence properly; do not use these if you can avoid them; for example:

Informal (includes run on)	Formal Alternative
Nurses must take into consideration patients' dietary needs resulting from allergies, medication, medical conditions and so on.	Nurses must take into consideration patients' dietary needs resulting from allergies, medication and medical conditions.
Public transport includes vehicles for public use on the roads, airways, waterways etc.	Public transport includes vehicles for public use, such as buses, trains and aeroplanes.

Avoid Rhetorical Questions

A rhetorical question is a question for which no answer is expected. Readers might not know the answer and the point being made could be more strongly and clearly expressed as a statement.

Informal (includes rhetorical question)	Formal
Industrial sites cause vast amounts of environmental pollution, so why do we still use them?	The question surrounding the continued use of industrial sites, given their vast pollution production, still remains.
What is a team? A team can be one person but will usually end up including many more.	A team can include one person but usually involves many more.
The question is, however, does the "Design School Model" provide a practical solution to the problem of how to formulate strategy?	It is questionable whether the "Design School Model" provides a practical solution to the problem of strategy formulation.

Avoid using Phrasal Verbs

Phrasal verbs are usually two-word phrases consisting of **verb + adverb** or **verb + preposition**. For example:

- *Put forward*
- *Carry out*
- *Be made up of*
- *Point out*
- *Work on*
- *Go into*

Activity

Replace the phrasal verbs in the sentences with a more appropriate verb. Don't forget to keep the same tense.

- (1) In her latest article Kaufmann **puts forward** a theory which is likely to prove controversial.
- (2) Parliament is **made up** of two houses.
- (3) Smith **points out** that the increase in life expectancy has led to some economic problems.
- (4) The document **sets out** the terms of the treaty.

Possible answers:

- (1) In her latest article Kaufmann **proposes** a theory which is likely to prove controversial.
- (2) Parliament **consists** of two houses.
- (3) Smith **indicates** that the increase in life expectancy has led to some economic problems.
- (4) The document **outlines** the terms of the treaty.

Academic writing requires the use of **precise vocabulary**.

NON-ACADEMIC	ACADEMIC
got	became / received
got better	improved
turned down	rejected
looked into	investigated
bring down	reduce
put on	gained
kids	children
a hit	successful

Activity

Replace the underlined words in these sentences with words that are clearer or more meaningful.

- a) Accountants should write letters well.
- b) There are many things involved in doing an assignment.
- c) The population often doesn't know what their local politician is doing.

Possible Answers

- a) Accountants should write letters **clearly**.
- b) There are many **factors** involved in **addressing** an assignment.
- c) **Constituents** are often **unaware** of what their local politician is **accomplishing**.

Power Words

- Develop a list of **power words** which say a lot very succinctly, e.g. 'a *controversial* idea' is a much more precise way of saying "an idea that not everyone agrees with"; *nocturnal* is a more precise word for "active at night".
- Use powerful **reporting verbs**. When you discuss other people's research you can create extra meaning by using a more precise reporting verb.

Other **useful reporting verbs** are:

- contend examine state disagree
- persuade dismiss refute object
- contradict recommend concur propose
- describe observe assert support
- purport examine suggest claim

When would you use these reporting verbs?

(see handout)

Avoid using personal language

- As most academic writing should be objective, do not use personal pronouns in your formal writing (e.g. I, me, my, we, us, our, you).

impersonal

Research has shown

personal

We believe

- However if you are asked to use examples from your personal experience in your writing, then it is quite appropriate to use personal pronouns in that part of your essay.
- Sometimes you will be asked to write 'reflectively'. This may be as part of an essay or it may be for a [reflective](#) diary or log. Here you need to talk about yourself – what you have done, what you have learnt, what you might do differently. In this case it is quite acceptable to use 'I' or 'we'

Activity

Rewrite these sentences without personal pronouns.

a) When we study coal production, we find these figures.

Example: *Studies of coal production have revealed these figures.*

b) With this evidence I have proved my hypothesis that reading out aloud is an effective editing strategy.

c) You can only do this after the initial preparation has been conducted.

d) The figures are accurate to within 1%, but you should note that local variations may apply.

e) In the second section of the report, we will consider the environmental consequences.

Avoid Emotive language

If you feel strongly about a topic, you may be tempted to use emotive words that are inappropriate for academic writing.

Be careful that you use language in a neutral way so that you keep your likes and dislikes (emotions) to yourself. Appealing to your reader by using strong words is not acceptable in most academic writing.

For example:

- *It was **extremely disappointing** that the bureaucracy chose to target students who did not understand the rules of plagiarism in the first year of their university studies. Some **caring lecturers** approached the issue by delivering a series of **brilliant workshops** to assist the students to overcome their referencing problems. It was a **fantastic strategy** as most of their students did not have to face being accused of plagiarism*

Passive Voice

- When describing processes, use the passive voice. When using the active voice, the subject (the person or thing performing the action) is important.
- It is not as important who did the action as **what the action is**.

For instance, when preparing a lab report, instead of writing:

I prepared the test-tubes by heating them.

It is preferable to write:

The test-tubes were prepared by heating them.

Use language **sensitively**

Avoid using 'strong' language. It is wise to use a **cautious tone** in your academic writing because many issues being discussed are issues for which there exists no absolutely right answer, or absolutely correct definition, or absolutely perfect solution. It is usually better to 'suggest', rather than 'state'.

Avoid words like: 'very', 'really', 'quite' and 'extremely'.

Rather than write:	Try writing like this:
<i>Smith has an extremely important point to make because</i>	<i>Smith's view is significant because</i>
<i>This view is correct because</i>	<i>It could be said that It appears that It is evident that</i>

Hedging words and phrases

When evaluating theories and discussing implications academic writing should appear to be **well-considered, reasonable and cautious**. If it is appropriate for you to be tentative, you can use language techniques to 'soften' your claims to indicate the degree of certainty you want to express. This technique is called **hedging**.

Examples of cautious or tentative style

It appears that

This suggests that

It is likely that

It is possible that

This may be attributed to

Words that indicate the level of certainty

Low Certainty	Medium Certainty/Hedging	High Certainty
seldom, rarely, never, improbable, impossible, unattainable ...	probably, perhaps, likely, occasionally, sometimes, generally, may, might, can, could, appears to be, seems to be, tends to be, suggests, considers ...	undoubtedly, absolutely, certainly, definitely, particularly, very, vitally, totally, wholly, often, must, would, should ...

Activity

*Try making these statements **more cautious**:*

1. Global warming will have disastrous consequences for the whole world.
2. Teleworking leads to isolation.

Avoid generalisations

Do not stereotype, generalise or make assumptions

This especially applies to individuals or groups on the basis of their: gender, race, nationality, religion, physical and mental capacity, age, sexuality, marital status, or political beliefs.

Other things to **avoid**

- Avoid using dashes to add information
- Do not use dot/bullet point lists unless you are permitted to do
- Do not shift verb tense unnecessarily
- Do not use exclamation marks (!!!)
- Do not use questions or commands
- Do not misuse font styles (including italics & underlining)

Include Other Writers

- Academic writing refers to information from a range of print, digital and other sources, all of which must be **clearly referenced** in your text.
- **Remember!** You must always clearly **identify the work and ideas of others** in your writing.

Always use evidence for:

- claims, assertions and arguments
- qualifications and justifications
- expression of your voice

Referencing

Evidence must always be referenced. There are three main reasons why you **must** reference clearly, systematically and consistently:

- If you include the work or ideas of others without referencing it clearly, this is plagiarism. Plagiarism is a form of academic cheating and carries strict penalties.
- A well-referenced piece of work demonstrates to your lecturer that you have thoroughly researched the topic, and that your work is based on evidence.
- Readers of your work may wish to look at the external information you have referred to in your writing, so will need full details of the source to locate it.

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Discover these!

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- Drop-in & 1:1 consultations
- Writing support sessions
- Conversations@UTS
- Intensive academic English programmes
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- Volunteer programmes



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Supporting your Learning

1:1 Assignment Advice

Have an in depth 40-minute discussion with an Advisor in relation to your specific assignment needs.

WriteNow! Writing Support

Work on your assignment while an Advisor is on hand to help.

Daily Academic English Workshops

Learn about subject areas such as Writing Skills, Study Skills and Communication Skills.

Online Self-learning Resources

Develop your academic language and learning skills independently. Advisors at drop-in sessions can guide you to the resources most suitable to your needs.

Conversations @ UTS

Develop your self-confidence in your spoken English in a relaxed, supportive group environment.

Intensive Holiday Courses

Extend your skills in Academic Writing, Academic Speaking and Workplace Communication in a collaborative environment over a 5-day period.

HELPS U:Learn

Drop-in sessions allow you to meet with an Advisor for 15 minutes to ask questions about your studies and assessments.

The Advisor can then refer you to suitable programs and services.
No appointment is needed.

HELPS U:Connect

Volunteers & Buddy Program

HELPS U:PASS

The UTS Peer Assisted Study Success Program

Other UTS Contacts & Services

Advisors at drop-ins can refer you to the most relevant UTS service or contact person based on your individual needs. Our cooperative relationship with faculty and support services allows for cross-referrals to and from:

UTS Faculty Academics

UTS Library

UTS Counselling Service

UTS Special Needs Service

UTS Careers Service

UTS:

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SIMIN PENG
Nursing student

"HELPS not only supports you with academic English, but also improves your confidence and encourages you to continue pursuing your dream. It can be proven as I have been actively participating in a variety of workshops from the beginning of my course, and it wouldn't happen if I did not find it helpful and comfortable."

SANDY LAM
Business student

"I used to be a shy girl, but, my experience as a HELPS student and HELPS volunteer has enhanced my confidence and communication skills. I am also suffering from the stress of study but seeing the smile and the progress of the students I help, I have more motivation to do better in my work and my study as well."



CYNTHIA VAIKUNTHAN,
Business/Law student

"Volunteering with HELPS gave me so many new opportunities, including the chance to work at HELPS to expand its volunteer programs. I developed my skills in leadership, cross-cultural communication and teamwork that I believe helped me get my graduate job with Commonwealth Bank. Volunteering and working at HELPS enabled me to grow as a person and enhanced my confidence in my abilities. I would recommend that everybody get involved in their programs!"

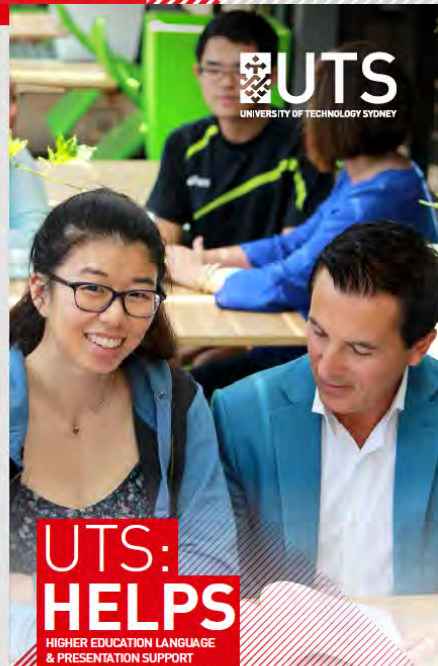
Higher Education Language and Presentation Support (HELPS) enhances learning experiences by providing individual and group support in a friendly and respectful environment. It aims to create independent and confident learners so they can reach their study and career goals through the development of their English language and academic skills and understanding.

> HELPS Staff

The friendly and approachable HELPS Advisors are all trained teachers who are committed to supporting students with a range of academic language and literacy issues. HELPS Advisors can assist in editing your assignment WITH you, not FOR you.

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UTS CRICOS PROVIDER CODE: 00099F
UTS/MCU/2016/JANUARY 2017



Winner of

- > 2015 UTS Teaching and Learning Award for Academic Support
- > 2016 Citation for Outstanding Contributions to Student Learning, Australian Awards for University Teaching

STUDENT SERVICES UNIT

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HELPS Buddy Program

Meet a volunteer at UTS 1 hour each week for conversation practice

Volunteers are students, staff, alumni or working outside of UTS.

Learn about **Australian culture**

Improve your **conversation skills**, including your **pronunciation**

Some students **exchange languages** eg. English/Mandarin; English/French

Join Buddy **Events** and make more friends

'It was more like if we meet a friend'

'I think it helped me to follow the speed of native English speakers.'

Buddy Program

<http://www.uts.edu.au/current-students/support/helps/english-speaking-practice/helpsmates-buddy-program>

Conversations@UTS

<http://www.uts.edu.au/current-students/support/helps/english-speaking-practice>



Higher Education Language and Presentation Support

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Orientation workshops

Check out HELPS workshops designed to help you succeed at Uni

- Studying at UTS: Preparation for University Study
- Avoiding Plagiarism at UTS
- Writing in Academic Style
- Giving a Presentation

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- Amend your Orientation schedule
- Book in for new sessions
- Stay connected with updates

Before you go... Tell us what you think!



1. Take out your mobile device
2. Open your web browser



3. Type bit.ly/aut18write
4. Tell us what you think in 30 seconds!

