



Handbook For Federation University International Students 2021

Registered CRICOS Provider Number 00103D

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Disclaimer - Federation University

This Handbook gives general information on academic processes and procedures that were correct at the time of printing. Federation University reserves the right to restructure or discontinue any course or studies within any course and to alter any procedure or regulation at any time without notice.

Disclaimer – Melbourne Institute of Technology (MIT)

- **“MIT” teaching sites offer a range of undergraduate and postgraduate programs which are developed by the Federation University;**
- **Under the relationship between the Federation University and MIT, the Federation University controls the quality of courses and confers qualifications, whilst MIT provides the facilities, lecturers, tutors and student services; and**
- **Students enrolled in Federation University programs at the MIT teaching sites are Federation University students and upon successful completion are awarded with Federation University degrees.**

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WELCOME TO THE FEDERATION UNIVERSITY

This Student Handbook is designed to inform you about Federation University Australia's academic and administrative policies and procedures so that you understand the University's obligations to you as well as your rights and responsibilities as a Federation University student.

Federation University aims to provide you with a high quality educational experience; a relevant and internationally recognised educational qualifications; and personalised learning support.

MIT provides an ideal learning environment. It is renowned for its commitment to student-centred teaching. MIT staff are well qualified and offer high quality teaching and a supportive learning environment for our students. They will do all they can to assist you to succeed and will provide you with the study support you need on an individual basis. Staff will encourage you, monitor your progress and guide you towards excellence in academic performance. Our staff are concerned with your overall welfare, not only with study related matters.

We particularly welcome international students, from all parts of the world, and value the cultures you bring and the inestimable contributions you make to our University life. We hope you enjoy and will be challenged by your experience as a Federation University student.

Good luck and enjoy your studies!!!

CONTACT DETAILS

It is **essential** and a condition of your student visa that the University has the details of your current residential address and telephone number at all times. This will enable the University to provide important information such as enrolment and examination details. Students **must** advise MIT of any change in their contact details (i.e. Australian residential address and telephone number) within 7 days, in writing, by completing a Change of Address form, available from MIT. Students are also required to update their contact details in Federation University's My Student Centre at <https://mysc.federation.edu.au>

For the My Student Centre user guide please visit the links below:

<https://federation.edu.au/current-students/online-systems-help/how-to-use-my-student-centre>

<https://federation.edu.au/current-students/online-systems-help/about-my-student-centre-mysc>

Under Australian Immigration Law, where an international student fails to satisfy course requirements relating to attendance or academic performance, the University is required to send a notice informing the student of this to the student's email address.

You should note that as per your International Student Offer Letter and Agreement, the University may give information about students to Commonwealth and State authorities.

Federation University Code of Student Conduct

University legislation, under the Federation University Australia Act (2010), governs the manner in which the University is managed and operated. Students and staff are expected to act within the parameters set by the relevant Statute or Regulation. Detailed information on the Statutes and Regulations of the University are available at the University website <https://federation.edu.au/about-us/governance/legal/feduni-legislation/feduni-statutes-and-regulations>

ENROLMENT

Enrolment means officially becoming a Federation University student. You are required to attend the designated enrolment day for the enrolment. Once enrolled, you will receive an official Federation University Student Identification Card which, you can use for a variety of academic and concession purposes. Enrolment also allows you to attend classes, access computer laboratories, and libraries.

Programs

Students are advised that they can only enrol in the Federation University program that is listed on their Confirmation of Enrolment.

Course Selection

Enrolment is held at the beginning of each semester. During enrolment, you must select the courses to be studied. You will receive academic advice from University and academic staff at the location you are studying at about your choice of courses. Please check the pre-requisite (courses that must be studied as a prior condition) of courses before the enrolment date in order to speed up your course selection. Once enrolled you are allowed to attend classes, access computer laboratories, and libraries.

Full Time Studies

Under the ESOS National Code 2018, international students are required to complete their studies within the duration of their Confirmation of Enrolment (CoE). The CoE is issued based on students studying 60 credit points per teaching period/trimester which usually equates to four x 15 credit point courses per teaching period/trimester.

Only in exceptional circumstances may international students be enrolled in less than 60 credit points per teaching period/trimester and must be approved in advance or at the time of enrolment, by the International Student Compliance.

“Exceptional circumstances” may include but are not limited to:

- You are in your final semester of the program and don't have 4 courses remaining to complete;
- On the basis of ill health as recommended in writing by a professional medical practitioner;
- On the basis of advice in writing from an academic staff member, academic support adviser, international student adviser or counsellor where your long term academic progress is deemed to require a reduced load as part of an intervention strategy;
- Where RPL or credit transfer prevents enrolment in a full load.

Failing to enrol in 60 credit points per teaching period/trimester as per your study plan, can impact on your ability to complete within the duration of your CoE and may require a new visa application. Please note, a new CoE may not be issued to you if you enrol in a reduced study load without seeking the appropriate approval first.

Attendance

Attendance is an important element of your success in your studies, and regular attendance at all lectures and tutorials is expected.

If you are unable to attend classes for an extended period a written explanation with supporting documentation must be submitted to the Student Administration office (e.g., in case of sickness, a medical certificate must be provided; in case of bereavement a copy of the death certificate is required).

Study Plan

During your enrolment you will receive a Study Plan outlining your program of study and the sequence of courses you have selected. The Study Plan will be monitored every semester and may be varied during the course of your studies, but is intended to ensure your progress through your program meets the University's requirements. This will allow you to successfully complete your program within the time frame.

Monitoring Course Progress

Lecturers and Tutors are required to monitor the participation of students in the classroom with the objective of identifying those students that may have difficulty with learning the curriculum and completing the assignments. Such students will be referred to the Study Skills Program and the Mentor Program to receive the assistance they require.

At the completion of each teaching period and prior to re-enrolment, those students who are deemed to have failed to make satisfactory Academic progress and are at risk of not finishing their program within the duration of their CoE are identified.

Unsatisfactory academic performance means:

- (a) Failing (i.e. being awarded a grade of MF - Marginal Fail or F - Fail in a course of study) 50% or more of courses undertaken by the student during any semester, or
- (b) Failing a course more than once.

Such students are notified prior to enrolment and required to attend counselling as a condition of re-enrolment. At this stage, a Student Success Plan will be put in place which could include, but is not restricted to, a reduction in study load, mentoring, study skills and English language support. Students who fail to meet satisfactory course progress for the second consecutive trimester may be reported to immigration which may impact their student visa. Compliance with any recommended intervention strategy is mandatory. Attendance and compliance is monitored on a weekly basis.

Variation of Enrolment - Withdrawal or Addition of Courses

Withdrawal from a course is permitted only under exceptional circumstances where special permission is obtained from your Program Coordinator.

An enrolment variation form must be completed for the purpose of amending your enrolment to permit study of less than full-load each semester and/or to withdraw from/add a course.

Any variation of enrolment/withdrawal from courses will require an amendment to your Study Plan.

There are specific dates for re-enrolment before the semester commences, and students are to re-enrol on time. Failing to re-enrol before the commencement may result in cancellation, which may impact your student visa.

There are specific dates before which you may add or withdraw courses from your study without incurring financial or academic penalties. You should familiarise yourself with these dates, which are listed in the *Academic Calendar* on page 21.

Recognition of Prior Learning (RPL) and Exemptions Based on Credit

Federation University considers studies completed previously with recognised educational institutions and encourages students to apply for credit or Recognition of Prior Learning.

If you wish to apply for RPL or credit exemption, you must do so in writing before enrolment or by the end of week 2 of your first trimester at the latest. Applications for credit or RPL received after the end of week 2 of students' first trimester of study will not be considered.

Applications must include full details of the subjects previously studied including detailed syllabuses, a description of the assessment and grading system and an official original academic transcript (or certified copy) detailing your performance in the subject(s) concerned at the time of applying.

Applications for RPL or exemption must be submitted to your Program Coordinator. The University's decision on the granting, or refusal to grant RPL or exemption, will be final and will be conveyed to you in writing. Your Study Plan will be amended if necessary in light of any RPL granted.

For further information on policies and procedures relating RPL and credit exemptions, please visit the link below.

https://policy.federation.edu.au/learning_and_teaching/academic_programs_and_courses/election_admission_and_enrolment/ch05.php

https://policy.federation.edu.au/learning_and_teaching/academic_programs_and_courses/election_admission_and_enrolment/ch04.php

Deferral (Leave from Studies)

The university can only defer the enrolment of the student on the grounds of:

- Compassionate or compelling circumstances (e.g. Illness where a medical certificate states that the student is unable to attend classes)

Students are not normally permitted to take a period of intermission or leave from studies. If a student believes that there is a need to take leave from studies, the following procedure must be followed.

Leave will only be granted on medical or compassionate grounds (e.g. death of a member of the family). You must apply prior to taking the leave. Your application should be in writing and include written evidence from an independent authority such as a medical practitioner to substantiate the basis for your request. Deferral or leave from studies may affect your student visa. You must seek advice from the University about the impact of taking leave on your study patterns and Visa requirements before taking any action.

Where deferral is approved, any fee refund will be determined in accordance with the Fees Payment & Refund Terms of Federation University.

For full details on leave from studies, please go to the following web link.

<https://federation.edu.au/current-students/essential-info/administration/taking-leave-or-withdrawing-from-studies#leave>

Suspension or cancellation of enrolment

The university can suspend or cancel the enrolment of the student if:

- The university deem your behaviour to be unacceptable for an educational setting
- Plagiarism
- Breaches of discipline
- Not meeting satisfactory program progress

The university is required to notify Immigration and the Department of Education of your suspension or expulsion. This may have an impact on your student visa.

For full details on suspension or cancellation of enrolment, please go to the following web link.

<https://federation.edu.au/schools/global-professional-school/international-compliance/suspension-or-cancellation-of-enrolment-by-the-university>

Short leave

For visa requirements and for academic reasons, the maximum period of 2 weeks' short leave can be granted. If you need to be absent for longer than two weeks you must defer your enrolment to a subsequent semester.

A short intermission/leave of absence of up to 2 weeks does not affect your financial obligations with respect to your program. If you obtain a short intermission/leave of absence you are not entitled to any remission of program fees.

Fees Payment and Refund Terms

You are covered by Federation University Fees Payment and Refund Terms. A refund of tuition fees will be granted only in accordance with the University's Fees Payment and Refund Terms. Please refer to the following website for further details http://policy.federation.edu.au/esos/standard_3/

OTHER ACADEMIC MATTERS

Award

If you are enrolled in a Degree, Graduate Certificate, Graduate Diploma or Master's program, upon successful completion you will be awarded the relevant Federation University testamur.

Results

Student results will be published online at <https://mysc.federation.edu.au> at the end of the trimester. You are required to log in to view the results.

Plagiarism

The Concise Oxford Dictionary defines Plagiarism as “taking or use of another person's thoughts, writings or inventions as one's own.” The University's academic policy stipulates “plagiarism” as serious academic misconduct. Students are advised to make themselves familiar with Section 1 (1) (e) and Section 2 (d) of Regulation 6.1 (see the section on Statutes and Regulations). The Centre for the Study for Higher Education for the Australian Universities Teaching Committee has prepared a document which explains what plagiarism is in the academic context. *You will find this document at* http://melbourne-cshe.unimelb.edu.au/data/assets/pdf_file/0009/1770714/PlagMain.pdf

Cheating

All forms of cheating constitute serious academic misconduct and will be dealt with under Regulation 6.1 (https://federation.edu.au/data/assets/pdf_file/0004/44995/Reg-6.1-Student-Discipline.pdf).

Assessment Details

Students will find that assessment processes and procedures used in Australian universities are very different from what they may be accustomed to. Assessment is considered to be part of the learning process and the form of assessment will vary for each subject studied. The Centre for the Study for Higher Education for the Australian Universities Teaching Committee has prepared a document explaining assessment practices in Australian universities. *It is attached as Appendix 3 to this Handbook and students are advised to read this document thoroughly.* Details of assessment tasks and processes are included in all Federation University Course Descriptions. Assessable tasks may include some or all of the following:

- Examination
- Test
- Assignment
- Tutorials
- Seminars (individual or group)
- Class participation

- Group work
- Laboratory work

It is your responsibility to read thoroughly the information prescribed in the Course Descriptions. Extension to the timelines given for assessable tasks will only be granted under certain circumstances such as medical or other relevant circumstances or as defined in the Course Description. Proof of exceptional circumstances (such as a medical certificate) must be provided at the time of the request for the extension. For more details, please visit [Special consideration - Federation University Australia](#)

Students are referred to Statute 5.3, Regulation 5.3 (Assessment), Regulation 5.3.2 (Assessment, Statute 5.4 (Exclusion for Reasons of Unfitness) and Statute 5.5 (Regulation 5.5, Unsatisfactory Progress). These Statutes and Regulations can be found in the Statutes and Regulation Handbook and at <https://federation.edu.au/about-us/governance/legal/feduni-legislation/feduni-statutes-and-regulations>. Students should familiarise themselves with these Statutes and Regulations and any specific course requirements as listed in the relevant Course Descriptions or School/Program Handbooks.

Assessment Grades

<u>Grade</u>	<u>Meaning</u>	<u>Percentage</u>
HD	Higher Distinction	80-100
D	Distinction	70-79
C	Credit	60-69
P	Pass	50-59
MF	Marginal Fail	40-49
F	Fail	0-39
UN	Ungraded Fail	-
S	Ungraded Pass	-
ZN	Supplementary Assessment Pending	-
XF	Non-Assessed Fail	-
AD	Assessment Deferred Up to 3 months	-
TD	Assessment Deferred from 3-12 months	-
W	Withdrawn Without Academic Penalty	-
TC	Transfer Credit	-
LW	Withdrawn after the stipulated withdrawal cut-off date	-
SI	Studies Impacted	-
O	On-going	-

Information on the grading system used for undergraduate and postgraduate degrees, certificates and diplomas can be found Statute 5.3, The Schedule: Part 11. Any variation to the percentages prescribed in this Schedule must be specifically stated (and explained) in the Course Description.

Final Examinations

Students are referred to Statute 5.3, The Schedule: Part 1, (5.7 to 5.16) found at http://www.federation.edu.au/_data/assets/pdf_file/0011/44984/53sched1-07082012.pdf. Any deviation from this Schedule must be explicitly stated in the relevant Course Description.

Examinations are held at the end of each trimester. However, not all subjects will have examinations (refer to your School/Program Handbook and Course Descriptions). Failure to attend a final examination without a satisfactory explanation may result in failure in that particular course.

It is your responsibility to ensure that you are aware of exactly when your exams are scheduled.

Examinations for University programs are set and moderated by the University for quality control purposes. This also means the final decision on results will be made by the University.

Examination Policy

Students are referred to Statute 5.3, The Schedule: Part 1, found at http://www.federation.edu.au/_data/assets/pdf_file/0011/44984/53sched1-07082012.pdf. Any deviation from this Schedule must be stated in the relevant Course Description.

Students may only bring in to the examination room exam materials as specified in the relevant Course Description. Under no circumstances are students allowed to store and retrieve textual information. Except where otherwise advised (eg. in English Language Exams), Dictionaries, writing paper, pencil cases can be taken into the exam room. **Any non-approved electronic devices** are not allowed in the examination room.

Students must bring their current student ID card to examinations and show it to the Exam Supervisor before commencing the exam. Students who do not bring their ID cards will not be permitted to attend the examination.

Most examinations will be of 2-3 hours' duration and will have 10 minutes reading time at the commencement of the examination.

No student will be admitted to an examination after 30 minutes from the time of commencement of the examination.

In addition to the policy above, students are expected to observe all the instructions on the Course Descriptions and notice boards. For more details, please visit <https://federation.edu.au/current-students/essential-info/administration/exams>

Deferred Examinations

Deferred examinations based on non-academic grounds are granted only on the basis of documented illness or other exceptional circumstances beyond the control of the student, for example, bereavement.

Students should make application for a deferral of an examination when they have prior knowledge that they will be unable to attend an examination (e.g. as a result of a serious and disabling illness). Application should normally be made at least three days before the examination and should be accompanied with appropriate evidence giving sufficient specific

detailed information relating to the deferral to allow the application to be assessed. Please note, an application will only be granted in exceptional circumstances.

For full details of the Legislation and applying for deferred exam procedure please go to the following web links

http://www.federation.edu.au/_data/assets/pdf_file/0011/44984/53sched1-07082012.pdf

https://policy.federation.edu.au/student_services_and_administration/student_learning_and_well_being/ch03.php#Ch1967Se219972

Special Consideration

Students who are unwell on the day of their scheduled examination **should not** enter the examination room and attempt the examination; they are encouraged to apply for a deferred examination.

If a student is physically unable to submit an assessment or attend an examination (and could not request a deferment as they had no prior warning of this inability before the date of the assessment) then a student can make application for special consideration. However, if the University believes that the reasons given by the student should not have prevented the student submitting an assessment or attending an examination, the application may be rejected and the student will fail the assessment.

In the case of serious illness, loss or bereavement, hardship or trauma you may be granted special consideration. If you believe you are eligible to apply for special consideration you must follow the guidelines below:

- Any application for special consideration must be supported by appropriate evidence and the circumstances must be significant.
- Application for special consideration should be made to the Head of School through the Program Coordinator not later than three (3) working days after the date of the examination or submission of the component of assessment.
- In cases of absence from a scheduled examination or lateness in submitting an assignment, special consideration will only be considered for students that have been prevented by serious or disabling illness or other significant cause for all or part of a component of assessment. If a student is aware that they will be unable to attend an examination prior to the date of the examination, application should be made for a deferral examination.
- Any Medical Certificate or other evidence must include sufficient, specific detailed information to allow the application to be assessed. A medical certificate that only states 'medical condition' would not satisfy this criterion.

The application must be provided on the appropriate form, which can be obtained through the Program Coordinator or Student Administration Office.

For full details of the Special Consideration Procedure please go to the following web link:
<https://federation.edu.au/current-students/essential-info/administration/special-consideration/higher-education>

Supplementary assessment

Supplementary assessment provides student with an additional opportunity to demonstrate they have achieved the academic standard required for a Pass level in a course where they have marginally failed a previous examination/assessment.

For full details about the supplementary assessment eligibility criteria and procedure, please go to the following web link

https://policy.federation.edu.au/learning_and_teaching/assessment/assessment/ch07.php

Appeal a Final Grade

A student may appeal against an assessment grade in an assessable task in accordance with the guidelines outlined in the relevant School Handbook and the Course Description. An appeal against a grade in a course can only be undertaken in accordance with relevant University Policy as outlined in Regulation 5.3 (Assessment).

- Students can appeal against a final grade in a course to the Dean of School within 10 days after the publication of results and must be based on one of the grounds listed in Regulation 5.3 – Assessment found at the web link below

Regulation 5.3 - Assessment:

http://federation.edu.au/_data/assets/pdf_file/0010/44974/Reg5.3-Assessment.pdf

- Students can appeal the decision of the Dean of School to the Appeals Committee within 10 days, but an appeal must be based on one of the grounds listed in sub-section 3(2) of Regulation 2.2 – Appeals Committee

Regulation 2.2 – Appeals Committee

https://federation.edu.au/_data/assets/pdf_file/0004/44941/Reg22.pdf

Appeals received outside the timeframe established in the Regulation will not be considered unless special circumstances are established. For full details of the Appeal process please go to the following web link: <https://federation.edu.au/current-students/assistance-support-and-services/student-support-services/student-advisory-service/appeals>

FEDERATION UNIVERSITY STUDENT COMPLAINTS AND APPEALS

Federation University's Student Complaints and appeals policies and procedures apply to all Federation University students. The student Complaints Management and Appeal policy and procedure can be accessed at

http://policy.federation.edu.au/university/student_grievance/ch01.php. It is desirable for any dispute or disagreement to be resolved at its source using an informal process. Sometimes, this is not possible. However, before lodging complaint, student are requested to visit the following weblink for more details: <https://federation.edu.au/current-students/assistance-support-and-services/student-support-services/student-complaints-and-concerns>

SPECIFIC INFORMATION FOR FEDERATION UNIVERSITY STUDENTS STUDYING AT MIT

Federation University has an innovative three-trimester system in one academic year which means that students studying at MIT have options with regards to the pace and duration of study. Depending upon individual student circumstances, a variety of options are available:

1. The conventional two semester academic year;
2. Three full semesters in one calendar year;
3. A normal two-semester load spread over three semesters in a calendar year, for students experiencing learning difficulties (subject to approval from the Academic Coordinator);
4. Concurrent ELICOS and academic studies for approved students under special circumstances where their learning situation warrants it; and
5. Other options are possible, by arrangement, in individually approved circumstances, at the discretion of the Academic Coordinator, provided that Australian immigration regulations are observed.

Courses Offered

Many Courses are offered in all trimesters while some are offered based on demand. The courses available in the upcoming semester will be announced one month before the commencement of the semester. Information about course availability by semester can be found at <https://online.mit.edu.au/ams/unitsoffered.aspx>. The principal enrolment periods and assessment dates for these trimesters are located in the following section.

Academic Calendar

Important Dates - Academic Year 2021/2022		
January 2021		Trimester 3, 2020
Fri	1	New Year's Day Public Holiday MIT closed (no classes scheduled for this day)
Mon - Fri	4 - 8	Teaching Week - 7
Mon - Fri	11 - 15	Teaching Week - 8
Mon - Fri	18 - 22	Teaching Week - 9
Mon - Fri	25 - 29	Teaching Week - 10
Tue	26	Australia Day Public Holiday (MIT closed - no classes scheduled for this day)
Fri	29	Last day to withdraw without academic penalty
February 2021		
Mon - Fri	1 - 5	Teaching Week - 11
Mon - Fri	8 - 12	Teaching Week - 12
Fri	12	End of teaching period
Sat - Tue	13 - 16	SWOT Vac
Wed	17	Final Examinations commence - Trimester 3, 2020
Sat	27	End of Final examinations - Trimester 3, 2020
March 2021		Trimester 1, 2021
Mon	1	Tuition fee due date for Trimester 1, 2021
Mon	1	Re-enrolment for Trimester 1, 2021 commences
Mon	8	Labour Day Public Holiday (VIC only) no classes scheduled on this day for Melbourne campus
Mon	15	Results Publication Trimester 3, 2020
Mon	15	Re-enrolment for Trimester 1, 2021 ends
Mon - Fri	15 - 19	Orientation Week for commencing students
Tue & Wed	16 & 17	Enrolment for commencing students
Thu & Fri	18 & 19	Enrolment amendments

Mon - Fri	22 - 26	Teaching commences - Week 1
Mon - Fri	22 - 26	Supplementary and Deferred Examinations - Trimester 3, 2020
Fri	26	Last day to change program
Fri	26	Last day to enrol
Mon - Thu	29 Mar - 1 Apr	Teaching Week - 2
April 2021		
Fri	2	Last day to add a course
Fri	2	Good Friday Public Holiday MIT closed (no classes scheduled for this day)
Sat	3	Easter Saturday Public Holiday MIT closed (no classes scheduled for this day)
Mon	5	Easter Monday Public Holiday MIT closed (no classes scheduled for this day)
April 2021 - continued		
Tue – Fri	6 - 9	Teaching Week - 3
Mon - Fri	12 - 16	Teaching Week - 4
Fri	16	Last day to withdraw from a course without financial penalty for enrolment variation purposes. (Financial penalty does apply if a student withdraws from their study program)
Mon - Fri	19 - 23	Teaching Week - 5
Sun	25	Anzac Day Public Holiday MIT closed (no classes scheduled for this day)
Mon – Fri	26 - 30	Teaching Week - 6
May 2021		
Mon - Fri	3 - 7	Teaching Week - 7
Mon - Fri	10 - 14	Teaching Week - 8
Mon - Fri	17 - 21	Teaching Week - 9
Mon - Fri	24 - 28	Teaching Week - 10
Fri	28	Last day to withdraw without academic penalty
June 2021		

Mon - Fri	31 May - 4 Jun	Teaching Week - 11
Mon - Fri	7 - 11	Teaching Week - 12
Fri	11	End of teaching – Trimester 1, 2021
Sat - Tue	12 - 15	SWOT Vac
Mon	14	Queen's Birthday Public Holiday MIT closed (no classes scheduled for this day)
Wed	16	Final Examinations commence - Trimester 1, 2021
Sat	26	End of Final Examinations - Trimester 1, 2021
Mon	28	Tuition fee due date for Trimester 2, 2021
Mon	28	Re-enrolment for Trimester 2, 2021 commences
July 2021		Trimester 2, 2021
Mon	12	Results publication Trimester 1, 2021
Mon	12	Re-enrolment for Trimester 2, 2021 ends
Mon - Fri	12 - 16	Orientation Week for commencing students
Tue & Wed	13 & 14	Enrolment for commencing students
Thu & Fri	15 & 16	Enrolment amendment
Mon - Fri	19 - 23	Teaching commences - Week 1
Mon - Fri	19 - 23	Supplementary and Deferred Examinations Trimester 1, 2021
Fri	23	Last day to change program
Fri	23	Last day to enrol
Mon - Fri	26 - 30	Teaching Week - 2
Fri	30	Last day to add a course
August 2021		
Mon - Fri	2 - 6	Teaching Week - 3
August 2021 - continued		
Mon - Fri	9 - 13	Teaching Week - 4

Fri	13	Last day to withdraw from a course without financial penalty for enrolment variation purposes. (Financial penalty does apply if a student withdraws from their study program)
Mon - Fri	16 - 20	Teaching Week - 5
Mon - Fri	23 - 27	Teaching Week - 6
Mon - Fri	30 Aug - 3 Sep	Teaching Week - 7
September 2021		
Mon - Fri	6 - 10	Teaching Week - 8
Mon - Fri	13 - 17	Teaching Week - 9
Mon - Fri	20 - 24	Teaching Week - 10
Fri	24	Last day to withdraw without academic penalty
Fri	24	Friday before the AFL Grand Final Public Holiday (VIC only) - no classes scheduled on this day for Melbourne campus *
Mon - Fri	27 Sep - 1 Oct	Teaching Week - 11
October 2021		
Mon - Fri	4 - 8	Teaching Week - 12
Mon	4	Labour Day Public Holiday (NSW only) no classes scheduled on this day for Sydney campus
Fri	8	End of teaching - Trimester 2, 2021
Sat - Tue	9 - 12	SWOT Vac
Wed	13	Final Examinations commence - Trimester 2, 2021
Sat	23	End of Final Examinations - Trimester 2, 2021
Mon	25	Tuition fee due date for Trimester 3, 2021
Mon	25	Re-enrolment for Trimester 3, 2021 commences
November 2021		Trimester 3, 2021
Tue	2	Melbourne Cup Public Holiday (VIC only)** - no classes scheduled on this day for Melbourne campus
Mon	8	Result publication Trimester 2, 2021
Mon	8	Re-enrolment for Trimester 3, 2021 ends
Mon - Fri	8 - 12	Orientation Week for commencing students

Tue & Wed	9 & 10	Enrolment for commencing students
Thu & Fri	11 & 12	Enrolment amendment
Mon - Fri	15 - 19	Teaching commences - Week 1
Mon - Fri	15 - 19	Supplementary and Deferred Examinations - Trimester 2, 2021
Fri	19	Last day to change program
Fri	19	Last day to enrol
Mon - Fri	22 - 26	Teaching Week - 2
Fri	26	Last day to add a course
December 2021		
Mon - Fri	29 Nov - 3 Dec	Teaching Week - 3
Mon - Fri	6 - 10	Teaching Week - 4
Fri	10	Last day to withdraw from a course without financial penalty for enrolment variation purposes. (Financial penalty does apply if a student withdraws from their study program)
Mon - Fri	13 - 17	Teaching Week - 5
Mon - Fri	20 - 24	Teaching Week - 6
Sat - Fri	25 - 31	Christmas Break MIT closed (no classes scheduled during this break)
January 2022		
Sat	1	New Year's Day Public Holiday MIT closed (no classes scheduled for this day)
Mon	3	New Year's Day Public Holiday - additional day, as 1 January falls on weekend (no classes scheduled for this day)
Tue - Fri	4 - 7	Teaching Week - 7
Mon - Fri	10 - 14	Teaching Week - 8
Mon - Fri	17 - 21	Teaching Week - 9
Mon - Fri	24 - 28	Teaching Week - 10
Wed	26	Australia Day Public Holiday (MIT closed - no classes scheduled for this day)
Fri	28	Last day to withdraw without academic penalty

February 2022		
Mon - Fri	31 Jan - 4 Feb	Teaching Week - 11
Mon - Fri	7 - 11	Teaching Week - 12
Fri	11	End of teaching period
Sat - Tue	12 - 15	SWOT Vac
Wed	16	Final Examinations commence - Trimester 3, 2021
Sat	26	End of Final examinations - Trimester 3, 2021
Mon	28	Tuition fee due date for Trimester 1, 2022
Mon	28	Re-enrolment for Trimester 1, 2022 commences
March 2022		Trimester 1, 2022
Mon	14	Labour Day Public Holiday (VIC only) (no classes scheduled on this day for Melbourne campus)
Mon - Fri	14 - 18	Orientation Week for commencing students
Tue	15	Results Publication Trimester 3, 2021
Tue	15	Re-enrolment for Trimester 1, 2022 ends
Tue & Wed	15 & 16	Enrolment for commencing students
Thu & Fri	17 & 18	Enrolment amendment
Mon - Fri	21 - 25	Teaching commences - Week 1
Mon - Fri	21 - 25	Supplementary and Deferred Examinations - Trimester 3, 2021
Fri	25	Last day to change program
March 2022 - continued		
Fri	25	Last day to enrol
Mon - Fri	28 Mar - 1 Apr	Teaching Week - 2

Following is a list of public holidays observed at MIT.

Consequently, MIT faculties and facilities are closed on these days.

Public Holidays NSW/VIC 2021/2022

New Year's Day	Friday 1 January 2021
Australia Day holiday	Tuesday 26 January 2021
Labour Day (VIC only)	Monday 8 March 2021
Good Friday	Friday 2 April 2021
The Saturday before Easter Sunday	Saturday 3 April 2021
Easter Monday	Monday 5 April 2021
ANZAC Day	Sunday 25 April 2021
Queen's Birthday	Monday 14 June 2021
Friday before the AFL Grand Final (VIC only)*	Friday 24 September 2021
Labour Day (NSW only)	Monday 4 October 2021
Melbourne Cup Day (VIC only)**	Tuesday 2 November 2021
Christmas Day	Saturday 25 December 2021
Christmas Day holiday***	Monday 27 December 2021
Boxing Day	Sunday 26 December 2021
Boxing Day holiday***	Tuesday 28 December 2021
New Year's Day	Saturday 1 January 2022
New Year's Day holiday***	Monday 3 January 2022
Australia Day	Wednesday 26 January 2022

* Friday before AFL Grand Final falls on the last Friday of September. The Academic Calendar will be updated with the exact date upon release of the 2021 AFL schedule if required.

** Melbourne Cup Day is a public holiday across all of Victoria unless alternate local holiday has been arranged by non-metro council.

*** Christmas Day holiday, Boxing Day holiday, and New Year's Day holiday, as 25 December 2021, 26 December 2021, and 1 January 2022 falls on the weekend.

Emergency Numbers

Ambulance 000	Police 000	Fire 000	Directory Assistance 1245	MIT Sydney 82671400
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MIT CODE OF STUDENT CONDUCT

The Code of Student Conduct at MIT endeavours to maintain an environment most conducive to a friendly, productive and safe working relationship between students and staff.

All students are expected to conduct themselves with integrity in their dealings with others and to help maintain the high standards upon which the Institute prides itself.

The use of abusive or intimidating language, threatening behaviour, and the misuse or misappropriation of Institute property will not be tolerated under any circumstances, and may result in suspension or dismissal.

All students are expected to respect the privacy of others and are therefore advised that actions such as taping or photographing others without their permission is in fact very unethical and illegal in some cases. Anyone found committing these inappropriate acts will be asked to explain their conduct and could be reported to the authorities.

All students must respect the rights of others and are expected not to infringe on these rights. Confrontations or inappropriate behaviour towards others will be reported to the Associate Director Operations and any student involved will be held accountable. If a student is found to have been at fault, the situation will be dealt with by a committee appointed by MIT and action will be taken according to the gravity of the behaviour.

Students are required to produce their Student Identification Card whenever so requested by any member of staff.

Students are expected to observe the following rules of behaviour:

Mobile Phones

Mobile Phones must be switched off during lectures, tutorials and laboratory sessions and while in the Library.

Smoking

Smoking is not permitted in the Institute's building by Australian Government regulation. It is also the policy of MIT to maintain a clean and smoke - free environment. Smoking is not allowed in any part of the campus, this includes the front entrance of the building. Students who wish to smoke may do so outside the campus and should ensure that cigarette butts are disposed of properly. Smoking is prohibited in the immediate entrance area of the building, if found littering the cigarette butts, this may incur a very large fine by the city council.

Food

The Student Lounge is located on the level 1. It is equipped with microwave, refrigerator and vending machines. Food should only be consumed in the kitchen area. A penalty of \$50 will be applied if a student is found eating in the library or computer laboratories. (Also refer to use of Library and Laboratories)

Attendance

Attendance is an important element of successful studies, and regular attendance at all lectures and tutorials is expected as per the Course Description.

The attendance of each student is monitored at MIT. Students who are unable to attend classes for an extended period must provide a written explanation with supporting documentation to the MIT office (e.g. in case of sickness, a medical certificate must be provided; in case of bereavement a copy of the death certificate is required).

International students should be aware that MIT is obliged to report to the Australian Government any students who are not making satisfactory progress in their studies.

Fees

Fees must be paid by the due date prior to the commencement of relevant semester. Details are posted at the end of the preceding semester, outlining the important dates of the following semester, including when fees are due. It is the obligation of each student to contact Level 7 Administration, if the re enrolment letters are not received by week 10 of the teaching period.

Students with exceptional /serious grounds for inability to make payment by the due date must see Student Administration with valid documents supporting the grounds for consideration, one week prior to the due date.

Contact Details

It is important that MIT has the current residential address and telephone number for each student. This will enable the Institute to provide important information such as enrolment and examination details. Students **must** advise MIT of any change in their contact details (i.e. Australian residential address and telephone number) in writing on a Change of Address form, available from Student Services Officer on level 7 and update their address in Federation University's My Student Centre at <https://mysc.federation.edu.au>

Please also refer to the previous section regarding contact details.

Student Support Services

MIT is proud of its personalised, friendly service, making our students feel comfortable in a pleasant and caring atmosphere. Various student services are available for both domestic and international students to ensure that students perform to the best of their ability. For information of any services and/or assistance required all students should report to Student Service administration, on Seventh level, 154 - 158 Sussex Street, Sydney and arrange with the receptionist to speak to the relevant person.

Accommodation

MIT can provide assistance finding both short term and long-term accommodation. Students who require assistance with accommodation should see the Student Services Officer on Seventh level.

Prayer Room

A quiet prayer room has been set-aside for students on Level 3

Common Room

The Common room is located on Level 1. These are equipped with microwaves, refrigerator and vending machines.

Counselling Service

MIT provides counselling services to students who are experiencing either personal or academic problems. This service is free and confidential and is available on an appointment basis. Please arrange an appointment on Level 7 reception for personal problems and academic problems.

Critical Incident Management

For information on critical incident management and/or assistance all students should report to Student Services administration, on Level 7, 154 Sussex Street, Sydney and arrange with the receptionist to speak to the relevant person. The Federation University critical incident management procedure is available at:

http://policy.federation.edu.au/esos/standard_6/ch01.php

Student Visa Extension

Students who need to extend their visa should contact the Student Services Officer on Seventh level.

Overseas Student Health Cover (OHSC)

It is requirement of your student visa that you have adequate Overseas Student Health Cover (OSHC). This is a basic medical and hospital insurance scheme and is renewable quarterly, half yearly or yearly etc. OSHC covers 100% of Medicare benefits so if the Doctor is direct billing then consultancy will be 100% covered. However, Doctors charge different fees. The same applies for hospital cover. For more information, contact the Student Services Officer

or visit the BUPA site/office on www.overseasstudenthealth.com. **Students must renew their insurance when it expires to keep within their visa requirements.**

Computer Laboratories

MIT has up to date, well-equipped computer laboratories with the internet, email, scanner and printing facilities for student use. Computer laboratories are located on the second, third, fifth, and sixth Levels. Please note that these laboratories are to be used strictly for the purpose of learning only.

If a student is found to be misusing computer laboratories, (such as for playing games, downloading or listening to music, Internet chat etc.), penalties will incur. Information and rules regarding the use of computer laboratories, including opening hours, are available on the noticeboards or in the laboratories. These rules must be strictly observed.

Wireless Access at MIT Sydney

All Federation University students studying at MIT have access to the 'MIT Sydney' student WIFI network. Wireless internet is available throughout the building at 154 - 158 Sussex Street, Sydney campus. The service is free of charge.

Photocopying and Printing Facilities

Photocopying and Printing Facilities are available. All students studying at MIT should use their Student ID card in order to use the photocopying the printing facility. A coin machine is provided at Level 2, 154-158 Sussex Street near printers for students to top up the balance on their student ID card. Students are charged 5 cents and 10 cents each page for B/W copying and printing respectively. Any unused balance is refundable when a student completes his/her course.

Prescribed Text

The Oxford Dictionary defines a 'Prescribed Text' as "one that has to be studied". Students are required to buy all the prescribed texts. Failure to do so may result in exclusion from the class.

Library Operations, Rules and Conditions

MIT Library aims to provide a learning environment enabling and supporting the study and research needs of students and staff.

It provides some copies of the Prescribed textbooks and additional references recommended for each subject. The students are responsible for the purchase their own textbooks. It also provides access to the thousands of electronic resources available from the Library's online platform.

It offers a range of services designed to support the learning needs of students. These services include: study areas for individual and group studies, borrowing, reservations, research and reference help and photocopying & scanning facilities. Library staff also provide training in the use of the MIT catalogue and the access and use of the electronic resources of the University.

Borrowing Services

Students undertaking a Federation University course at MIT Sydney can have access to library resources from both MIT and Federation University Libraries.

MIT Library

Opening hours

Monday to Friday 9:00 am - 5:00 pm

Please note: these times may alter as required. Library opening hours and any variation to these hours will be posted on the library website <http://www.mit.edu.au/students/library>

Loan periods

Students are allowed to borrow up to 7 items at any one time. Loan periods vary for different items i.e.

- Main collections items can be borrowed for 7 days
- Magazines & Journal collection for 7 days
- Closed Reserve items for 2 hours (in-library use only)
- Newspapers for in-library use only

Your MIT Student card is your Library Card. It is not transferrable and you can use it to borrow or use library items. Cards will be confiscated by Library Staff / Security if found not to be used by the person indicated on the card.

Students can access all electronic materials provided by MIT Library by using their MIT ID and their Moodle password.

Holds (Reservations)

Reservations or Holds can be placed on items that are out on loan to another borrower, at the Service Desk or via the Library Catalogue both on campus and online.

Reservations are only kept for 3 working days (except during exam period where the reservation is held for 2 days), after this time it will be passed onto the next person in the queue.

Renewals

Renewals can be made by the students

- from their online library account
- at the Self Service Kiosk in the Library
- via phone (02) 8257 1411
- by emailing library.syd@mit.edu.au.

Items that are on hold for another borrower cannot be renewed.

Fines and Charges

All Library users are responsible for the material they borrow. The Library applies fines to ensure equity of access for library resources. Fines are imposed to encourage borrowers to return items on time so that fellow students will not be disadvantaged.

Items not returned or renewed by the due date are charged \$1.00 per item per day. Charges increase to \$5.00 per item per day during the examination period and non-teaching period until the item is returned.

Students with an outstanding fines or unreturned items at the end of each trimester will have their IT account suspended until paid.

Overdue, Lost or Damaged items

The student is responsible for the replacement cost, plus a processing fee, for any items lost or damaged.

If the student has lost or damaged any items, they must advise the Library staff as soon as possible, there is a 4 week's grace period in which the item may be found or replaced without penalty. This grace period only applies if the loss or damage is reported promptly.

If overdue items are kept for 4 weeks past the return date or the item is lost or damaged, the student will be invoiced by MIT Administration for replacement plus processing costs.

Textbooks

Your lecturer will outline required textbooks for each of your units in Week 1 of trimester. Prescribed textbooks can be purchased from the Co-op Bookshop either in person or online. The nearest Co-op Bookshop to MIT is:

The Co-op at Sydney CBD
Shop 2, 153 Phillip Street,
Sydney, NSW 2000
Ph. (02) 9095 552

General Rules

Library users must not

- Damage, deface or remove any library material with authorisation
- Eat, drink or smoke in the Library
- Behave in a way that disrupts learning and research activities or creates an antisocial, unpleasant or unhealthy environment

Federation Library

Print Resources

With a current Federation ID card students can borrow items in print format from any campus of the Federation University

- in person or
- request item to be delivered to your home institution via post

Use the following steps to request books via post:

- search the Library catalogue
- select the full record for the item you want
- click on the 'Request' button at the top of the page
- enter your name and your Federation University student card barcode
- from the drop-down list, select your partner-provider institution name as your 'Pickup Location'
- press 'Submit'.

Electronic resources

Electronic materials provided by the Library can be accessed by using your Federation ID and Federation Moodle Password.

Reciprocal Borrowing

Federation Library also participates in the following two reciprocal borrowing programs which allows Federation University Students to access these schemes

The BONUS+.

This service enables holds to be placed on books that are then posted to your nominated campus library pickup location.

University Libraries of Australia and New Zealand (ULANZ)

A national borrowing scheme that allows students and staff to borrow in person from any participating university in Australia and New Zealand.

Step-by-step procedures on how to search books in the library

How books are filed on the shelf:

The Library uses a Dewey system (DDC – Dewey Decimal Classification).

Books are arranged in subject matter using this classification.

Examples of Dewey Numbers are shown below: -

004 – 006 INFORMATION TECHNOLOGY

(i.e., computer programming, programs, data, special computer methods)

e.g. 004 Data Processing (Computer Science)

 005 Computer programming, programs, data

 006 Special computer methods

330 – 339 ECONOMICS

(i.e., financial economics, international economics, macroeconomics)

340 LAW

e.g. 341 International law

 342 Constitutional and administrative law

 343 Public property, public finance, tax, trade (commerce), industrial law.

380 – 389 COMMERCE, COMMUNICATION, TRANSPORTATION.

(i.e. international commerce (foreign trade), internal commerce (domestic trade))

400 – 490 LANGUAGE

(i.e. dictionaries & encyclopaedias, English grammar)

600 – 690 TECHNOLOGY (Applied sciences)

(i.e., accounting, general management, advertising & public relations)

e.g. 657 Accounting

658.3 Personnel management (Human resource management)

658.8 Management of distribution (Marketing)

Books are filed by call numbers.

EXAMPLE 1: A book titled “Principles of Financial Accounting” written by

Keryn CHALMERS can be found at – 657/CHA. In this instance, the call number is 657, the subject classification for Accounting. Underneath this number is CHA, representing the first 3 letters of the author’s surname.

EXAMPLE 2: A book titled “Human Resource Management” written by R.J Stone can be found at – 658.3/STO. Here the call number is 658.3, the subject classification for Human resource management. Underneath this number is STO, representing the first 3 letters of the author’s surname.

NOTE: Classes in the use of the Library catalogue and electronic databases are conducted regularly throughout the teaching sessions and staff are always available to help you.

APPENDIX 1: ASSESSMENT PRACTICES IN AUSTRALIAN UNIVERSITIES

The advice on assessment practices was prepared by the Centre for the Study of Higher Education. The excerpt reproduced below has been taken from James, R., McInnis, C. and Devlin, M. (2002) *Assessing Learning in Australian Universities*. This section was prepared by Marcia Devlin.

The project is called **Assessing Learning in Australian Universities: Ideas, strategies and resources for quality in student assessment** and can be accessed at the following website: www.cshe.unimelb.edu.au/assessinglearning

For more information on the Federation resources, please go to <https://federation.edu.au/current-students/learning-and-study/online-help-with/guides-to-your-assessments>

Advice for students unfamiliar with assessment practices in Australian higher education

Who should use this guide?

This guide provides a brief overview of the practices of assessment of learning in Australian universities. The information, suggestions and advice that follow will be especially useful if you are an international student who has little or no experience in the Australian university system. It will also be useful if you have had the experience of assessment methods that are very different from Australian university practices, either at high school or university in another country.

Typical Australian university assessment

What is assessment?

Most subjects (sometimes called 'units of study' or 'courses') will have a number of assessment tasks (often called 'assessments') that you will undertake across the semester. Assessment tasks vary widely and may include essays; reports; written assignments; oral presentations; examinations; performances and/or artistic work; as well as class participation and contributions to group work with fellow students.

Each assessment task you undertake is marked and graded by a member of staff, who may or may not be the principal lecturer in the subject. Usually, you will be informed of the grade you receive and you may also get some other feedback on your work. Your marks or grades for each assessment are then used to work out your final mark and grade for the subject. See the section 'How do you know how well you are doing?' for more information about feedback.

How important is assessment?

Assessment is the main way that your progress in your course is documented and it is a central part of university education in Australia. Each assessment task is worth a proportion or percentage of your final grade for a subject. It is usually the case that the higher the proportion or percentage, the more work required to complete the assessment successfully.

Each piece of assessment you are required to hand in will also have a 'due date', which is the last date it can be handed in. It is very important that you submit assessments on time, as there are usually penalties for lateness. If you have had personal or other problems that have affected your ability to complete assessments, you must let the person marking your work, or your tutor or lecturer, know about these as soon as possible. It is useful to have evidence of problems (for example, a doctor's certificate if you have been ill) to help you negotiate either more time to do the assessment, or an alternative assessment task.

What should I do first?

Find out what's required

It is important to start by spending some time carefully reading the assessment requirements for each subject. Ask your tutor or lecturer to explain anything that is not clear. Often, a number of assessment tasks from different subjects are due around the same time and you might find that there are periods in the semester when your workload is very heavy. Plan ahead and make sure you start your assignments and study for exams as early as possible. Don't wait for the lecturer or tutor to give you examples of examination questions and answers in advance – usually they will not do this and will be expecting you to find information for yourself.

Get help

Australian universities have services and resources to help local and international students improve various aspects of their study and learning. Ensure you learn how to use the library — university libraries usually run orientation and skills programs — and seek help from language and learning support services. Find out what language or learning services are available as soon as you can and make use of the on-line and print resources, workshops, group programs or individual appointments available. The sooner you access help; the sooner your learning will benefit.

Five particular assessment challenges for international students

There are five assessments-related challenges that many international students experience in Australian universities, particularly those familiar with different educational expectations and conventions. Each is explained below along with some suggestions for how to manage each challenge.

Unintentional cheating

One of the most common issues for international students in relation to assessment in Australian universities is unintentional cheating through what is called 'plagiarism'. Put simply, plagiarism is when a student uses the ideas, work or words of someone else, without properly acknowledging where these ideas, work or words came from. In Australian universities, to use the ideas of others without acknowledgment is considered to be cheating and universities view such action very seriously.

For a student with experience of different educational practices it is sometimes easy to 'cheat' without realising you are doing so. After all, in some educational settings, the more closely a student can replicate the work or words of a master or expert in a field, the better the student is considered to be. For example, a student in such a setting who can, in exam conditions, recite word-for-word the teachings of a particular scholar is likely to be well rewarded with high marks — this is not the case in Australia. Similarly, in such a setting, a student who can faithfully repeat the words and ideas of a scholar in their written assignments outside exams will also be well regarded and considered to be an excellent student — once again, this is usually not the case in Australia.

Australian university assessment practices value and reward students for using the words and ideas of scholars, but only if they are used in two particular ways. These two ways are outlined below.

‘Quoting’: Using the precise words of someone else to support your ideas

One of the ways students are encouraged to use the ideas of masters, experts and/or scholars in their field is to use the precise words of the scholar to support the student’s own ideas or to emphasise a point the student is making. Sometimes when you wish to refer to the work of another person, it is best to use the precise words of that person. When you do this you are expected to acknowledge that someone else wrote the words you have used.

‘Paraphrasing’ or ‘summarising’: Reporting the ideas of someone else in your own words

At other times you may not wish to include the precise words used by another person but you do wish to report that person’s ideas. So, a second way that Australian university students are encouraged to use the ideas of experts is to paraphrase or summarise the ideas of these scholars in the student’s own words. For example, a student at an Australian university who can, in answer to a relevant exam question, write a summary of the ideas of a particular scholar in a way that clearly shows the student’s understanding of the ideas, is likely to be rewarded with high marks. When you paraphrase or summarise the main ideas you have learned from someone else in your own words, you are also expected to clearly acknowledge that someone else first wrote the ideas you have summarised.

How do I acknowledge I have used someone else’s work or ideas?

In the case of quoting, paraphrasing and summarising, there are rules for how to acknowledge where the words and ideas you have used have come from; in other words, there are rules for how to acknowledge the original authorship. *It is essential to consult with your lecturers about the exact rules for acknowledgment of authorship required in your subjects.*

The rules for acknowledgment are referred to most often as the rules of ‘Referencing’ or ‘Citation’. The rules are quite complex and they must be followed closely. Unfortunately, there are a number of different sets of rules that are used in different circumstances and this can create some confusion. However, the two main methods of acknowledging the ideas of others are:

- The Harvard or in-text system and
- The Cambridge or footnote or endnote system.

Your teachers should provide you with specific details of the particular method and rules they expect you to use. If they do not, you may ask them which method they would prefer you to use. If necessary, you can ask at your university library, learning/academic/study skills services or the international office for the rules of each method.

You can find further assistance in the Federation ‘General Guide to Writing and Study Skills’ as well as on the Study Skills Website:

https://federation.edu.au/data/assets/pdf_file/0018/190044/General-Guide-to-Writing-and-Study-Skills.pdf

<https://studyskills.federation.edu.au/referencing/>

Why do I have to use these complicated methods and rules?

One of the central purposes of Australian higher education is to produce graduates who are independent thinkers, able to critically analyse information and ideas. This means that during your time at university in Australia you will be asked not just to become familiar with the ideas of scholars and experts but to examine these ideas closely and to decide how much or how little you agree with them. You will learn to form opinions about ideas and to communicate these opinions verbally and in writing. These opinions must be based on evidence and one common source of evidence is the ideas of others. You are likely to find yourself using the ideas of one scholar to analyse and perhaps criticise the ideas of another. This is considered excellent scholarly practice in Australia.

There are two reasons, then, why Australian university students are expected to acknowledge the source or origin of the words of scholars they use in their assessment tasks. The first is that you need to let readers know where you found your ideas so that they can check to see they are reliable and valid ideas for the point you are making. Secondly, you need to make it clear which ideas are yours and which are those of others. *It is essential for your success as a student in an Australian university that you learn how to correctly use the words and ideas of others in your own work.*

2. Tutorial participation

Part of your assessment and marks for a subject may come from participation in class or tutorials. Even if class participation is not assessed, it is likely you will be expected to participate in discussions.

Some international students find it difficult to participate in class discussions. Students from Non-English Speaking Backgrounds (NESB), for instance, may not be confident in their spoken language ability and may feel shy about speaking in public, especially in front of native speakers. If this is the case for you, remember that Australian staff and students are accustomed to hearing students from a wide range of backgrounds speaking in class. Try not to be nervous. Speak slowly and clearly and remember too that your English language ability will improve as you practise.

Other international students do not feel shy about speaking, but are unsure of the 'rules' of how to take turns in a group discussion or may feel hesitant to 'interrupt' another speaker. If this is the case for you, watch local students carefully to see how they show that they would like a turn or how they 'interrupt politely'. Copy what the successful contributors do. You will notice that they time their contribution carefully so that it comes just as someone else has finished speaking. You might notice that just before they speak, they raise one finger or their eyebrows, or take a breath, to indicate to the discussion leader and the other students that they would like a turn. They may even raise their hand. Start by practising 'polite interruptions' on your own or with friends and then first try contributing in the class where you feel most comfortable. Once you have begun participating, you will find it gets easier.

3. Group work

Group work is very popular in some courses in Australian universities. Some international (and local) students find this type of assessment confusing at times but the simple suggestions below are likely to help you avoid confusion and problems:

Try to choose a group where there are Australian students – they are likely to be more familiar with the requirements of group work and this will help you

Read the assessment requirements very carefully – ask your tutor or lecturer if you are not sure exactly what you have to do

Be sure to ask your group members questions if you are not sure about your role in the group – for example, “I’m very keen to be involved, what can I do?” or “How can I help get this assignment done?”

Make sure you arrive on time to all group meetings and contribute fairly to the work of the group

Ensure that you do the work you say you will do – if you are having trouble, ask for help as soon as possible

If you have to write an individual report, check that you understand the requirements clearly and ask someone to read and comment on a draft of your report

Make sure you hand your work in on time.

4. Communicating in Australian English

Some international students find that even though they have high scores on IELTS or TOEFL or other English language tests, when they get to Australia they have difficulty understanding some spoken and written language. It often takes some time to adjust to a different accent and use of English, as well as to Australian idioms. Try to read as much as you can in English, including newspapers and magazines as well as your academic texts. You might also find it helpful to listen to the radio or television or to conversations around campus or home to familiarise yourself with the way English is used in Australia. Speaking is also helpful in developing your skills — practise by having conversations wherever possible, asking questions in class and participating in tutorial discussions.

Don’t be afraid to ask for help with your written language. Many local students from English speaking backgrounds need and seek help with problems with their own written language skills. The way in which assignments are written in Australian universities may differ significantly from the way in which you are accustomed to writing. Plan to write several drafts of your assignments, leaving plenty of time to review and edit them.

Oral presentations

Many international (and local) students find oral presentations – presenting a talk or paper in front of the class – a difficult thing to do. Make sure you collect as much information as possible on what is required from you in the presentation (for example, for how long should you speak, whether you are required to use presentation aids or props and whether you need to prepare questions to ask the audience). Try also to collect as much information as possible on how your presentation will be marked (for example, the criteria of a good presentation and how much each criterion is worth).

The key to doing well in oral presentations is to prepare carefully and thoroughly and as part of this preparation, to practise. Once you have completed your research and decided on the material you will present, it is critical that you practise your presentation. Practise aloud, with any aids you intend to use, such as an overhead projector or a whiteboard. If it is not possible to have access to a room with such aids, any room will do and you can pretend to change transparencies and/or write on the board. Planning and practising at what points you will change the transparency or write something on the board during your presentation is an important part of your preparation. Do this by yourself or, if possible, in front of a small group of friends and ask them to give you feedback. You can do the same for your friends. Time your presentation to make sure it does not take longer than the allocated time (remember that it takes longer to say something aloud than to read it silently). Resources related to Oral

Presentations can be found at <https://studyskills.federation.edu.au/assessment/written-tasks/oral-presentations-3/>

How will you know how well you are doing?

Many international (and local) students find the grades given for pieces of work and for whole subjects different to what they may have experienced elsewhere. Specifically, you may notice that the names of the grades are different to those you may have seen before. The names vary across universities in Australia, with some awarding, for example, 'A', 'B', 'C', 'D' and 'E', with others awarding, for example, 'High Distinction', 'Distinction', 'Credit', 'Pass', 'Fail' to refer to similar levels of achievement.

Each university in Australia has its own policy on grading practices and has explanations for each of the grades that students can receive for a piece of work or a subject. These policies are usually available on the university website. If you have trouble finding them, ask the student union or international office for help.

When you get your assignment, test or exam back, check carefully for marks, comments or other feedback that your tutor or lecturer may have provided. If it is possible to make an appointment to see your tutor or lecturer for more detailed feedback, do so as soon as possible. Listen carefully to what they tell you about your work. Use this feedback to improve future assignments/exams either in that subject if possible, or in future subjects.

Try not to become disheartened if you do not do as well as you thought you might have. Many local and international students take time to adjust to the requirements of assessment in universities in Australia. Many do not get perfect or very high marks for assignments and exams, even when they may have done so in other educational settings. Remember that the important thing is to keep trying to improve as you learn more about assessment practices and about your course material.

Federation Higher Education Assessment Policy:

https://policy.federation.edu.au/learning_and_teaching/assessment/assessment/ch03.php

Federation Higher Education Assessment Procedure:

https://policy.federation.edu.au/learning_and_teaching/assessment/assessment/ch01.php

APPENDIX 2: GENERAL GUIDE TO THE PREPARATION AND PRESENTATION OF ACADEMIC WORK

The presentation of academic work is unique and very different to what you are normally accustomed to. Each School within the Federation University has discipline specific variations on the “common style” e.g. in Science you do not use footnotes or a numbered referencing system. However, there is a commonality in presentation, reference sourcing and recognition of source, presentation of oral and group seminars. The material presented in this appendix is a valuable guide to the preparation of academic work regardless of the discipline you are studying.

You can find further assistance in the Federation ‘General Guide to Writing and Study Skills’ as well as on the Study Skills website:

https://federation.edu.au/_data/assets/pdf_file/0018/190044/General-Guide-to-Writing-and-Study-Skills.pdf

<https://studyskills.federation.edu.au/referencing/>

Effective Study Techniques

You will need to develop effective study techniques to successfully complete your subjects. You need to organise your time, develop your learning skills and apply what you learn. A recommended book to help you with your learning skills is *A Guide to Learning Independently* by Marshall and Rowland (3rd edition published by Pearson in 1999). This book emphasises the discovery and development of your own learning needs and the techniques that best suit you. It is available from most bookshops. The followings are some tips to help you:

- *plan your study timetable* - you should prepare a timetable for your study over the period of the subject
- *study at regular intervals* - set yourself realistic goals for each study session
- *read* - gain an understanding of a section and identify key issues
- *write* - list the main concepts and ideas in point form under headings. Complete any activities or questions in your subject notes
- *recall* - list the main concepts and ideas in point form under headings. Complete any activities or questions in your subject notes
- *revise* - revise the notes you have made. Test yourself on the objectives of each topic by treating them as questions and use the checklist at the end of each topic

Assessment

Assessment is central to your learning experience, that is, the way we assess your learning will have a direct bearing on what and how you learn. The purpose of assessment is to provide feedback to you on how you can accomplish the subject objectives, as well as to indicate your level of achievement.

Assessment will help you to:

- improve your learning

- diagnose your strengths and weaknesses
- acknowledge your accomplishments
- The assessment strategy values:
 - validity - assessment tasks assess the application of practical professional skills and knowledge
 - reliability - assessment tasks use methods and procedures which ensure standards and levels are applied consistently
 - fairness - assessment tasks do not disadvantage particular learners
 - authenticity - assessment tasks are appropriate to the range of knowledge and skills encompassed by the subject, and as far as possible reflect industry practice

As a guideline for your workload during the semester we recommend that for each subject you undertake approximately:

- a minimum of five – six hours per week of independent study for each subject
- 20-30 hours for assignment preparation
- 15 hours for examination preparation

Assessment Structure

For most subjects there are two to three assessment components – assignment, lab works and examination. Some subjects may have different weightings for the assessment components. Individual subjects within a course may vary, and this will be noted in the course outline. You will need to perform well in all components to qualify for an overall pass in a subject unless otherwise specified.

Assessment Criteria

For each piece of assessment, you will be provided with specific assessment criteria against which your work will be marked. However, there are some universal criteria that apply to all assessment assessable tasks. These criteria are that you:

- address the main focus of the assessment
- demonstrate an understanding of the concepts developed in the subject and their practical application
- structure an assessment logically, showing clarity of thought
- observe word limits and presentation instructions

For each piece of assessment, both assignments and examinations, you should ensure that you have met these criteria, as well as the specific criteria for the piece of assessment.

Assessable Tasks

Assignments

Assignments are designed to assess your ability to interpret, analyse and apply the concepts studied in the course in a practical way. Many students find the assignments are one of the most valuable learning experiences of their Institute studies.

Unless otherwise specified, you will be required to undertake some independent research in order to complete your assignments. Sources for additional reading for specific subjects are provided in the course outlines, along with any additional information that may assist you in completing the assessment.

You should review the generic assessment criteria for writing assessment, as well as any specific criteria provided with the assignment. Pay particular attention to the word limit as the University markers will disregard that part of an answer that exceeds the word limit and due dates as assignment submitted later than due date will not carry any weight unless otherwise specified.

Writing Winning Assignments

The assessment is designed to help you with your learning, as well as being part of the final subject assessment. The assignment will:

- help you to focus on what is important in the subject you are studying
- give you an opportunity to produce a piece of work in the area
- provide an opportunity to apply the knowledge you have gained
- provide you with feedback on how you are doing

You will spend some time working on your assignment, and you will need to put some thought into how you will approach the assignment and present it. Below we have provided you with some strategies on how to complete your assignment. You may also wish to refer to other texts, e.g. *Essay Writing for Students* (1992, Clanchy, J., and Ballard, B., Longman Cheshire, Melbourne).

See also the following Federation University assessment resources:

- Writing Essays: <https://studyskills.federation.edu.au/assessment/written-tasks/writing-essays/>
- Literature Reviews: <https://studyskills.federation.edu.au/literature-reviews/>
- Report Writing: <https://studyskills.federation.edu.au/assessment/written-tasks/reports/>
- Reflective writing: <https://studyskills.federation.edu.au/assessment/written-tasks/reflective-journal/>

Planning Your Workload

You should plan when you are going to write your assignment as well as what you will write. Your assignment will have the due date printed on the front cover. Start work on your assignment early and allow enough time to plan, research and present your work well. You should also consider any other subjects you may be doing at the University and leave

sufficient time to complete all your assignments. Do not leave the writing of your assignment to the last minute. You are expected to conduct independent research in a number of cases, and you will need to leave sufficient time to conduct this research and access information. You need to identify the tasks you have to complete and plan your research.

Keep a clippings file of appropriate press articles which will provide examples and illustrations to support your answers.

Keep Internet references and note interesting and useful sites as this will be a good source of material for some assignments. You may find the following weblink a useful resource for time management. <https://studyskills.federation.edu.au/managing-you/>

Answering the Question Being Asked

This may seem obvious, but it is worth thinking about. You will earn marks for answering the question that has been asked - you will not earn marks for answering another question. Read through the question carefully. The following commonly used terms may be useful:

Analyse - by examining the components of the whole, determine the interrelationships between them

Assess - estimate or judge the values or qualities

Compare - demonstrate the similarities and differences between the objects in question

Contrast - examine the objects in question with a view to demonstrating differences

Criticise - point out the weak and strong points

Define - give exact meaning or state terms of reference

Describe - give an account of

Discuss - present the different reasons for and against the question

Enumerate - write a series of numbered items

Evaluate - consider the various arguments and try to reach a judgment

Examine - appraise, judge, criticize

Outline - describe the essential features

Prove - demonstrate by logical argument

State - express or specify

Summarise - present concisely all main points

This list is not definitive, but it will give you an idea of how to approach different types of questions. You should think carefully about what the question is trying to ask. Look at the objectives for your subject - what is the subject focusing on? You should bear this in mind when you are answering your assignment question.

If a question asks you to write a report/letter for a specific audience, e.g. the Board/manager/client, you need to tailor your answer to that audience.

If you have any queries regarding the information contained in the assignment contact your lecturer, tutor or course coordinator.

If you have any difficulty interpreting a question, state your assumptions for the marker and structure your response on that basis. You should bear in mind, however, that marks are awarded for answering the question, and you risk losing marks if you do something different to this.

Planning Your Answer

It is tempting when we use word processors to plan as we write. This may work well for you, but it may also be useful to think before you start writing and to ensure a good structure in your writing. For example, in writing a longer piece, include:

- **An introduction**, where you define the terms and limits of your topic and indicate your understanding of the question and the line you will take
- **Body**, where you develop the major points and include the explanation and discussion. Keep your writing formal, and support the points you make with evidence and logical argument
- **Conclusion**

You will need to adhere to the word limit for the assignment and for the individual questions. If the answer does not require an essay format you may present your answer in dot points.

How to Develop a Logical Argument?

With many essay questions you are asked to make a case and to develop and support a logical argument. You can use three strategies to do this:

- demonstrate that you have drawn your ideas from an authority on the subject
- use evidence to support your case
- use logic to structure your argument

Use Logic to Structure Your Argument

Even with excellent sources and irrefutable evidence, you will need to present your argument logically. You need to write clearly and concisely and be sure that your ideas follow on logically from each other. Below we have set out some tips for writing your argument:

- **Start** by planning what you have to say, collect all your ideas together, look at them all and sequence them appropriately
- **Begin** by stating the conclusion you have come to in your research and thinking
- **Write clearly and simply** - it is far better to have complicated ideas simply expressed than simple ideas expressed in a complicated way

- **Review** your writing, and consider the structure of the argument - does it flow in a logical order?

Using Ideas from Other Writers

Often an essay provides you with an opportunity to show how widely you have read and to showcase the established debates in the area. You need to be well versed in the relevant debates and widely read. To demonstrate this, you should:

- list references and sources of information
- avoid plagiarism
- use quotes from key authors and thinkers in the area

Using Evidence to Support Your Case

When you make an assertion of something as fact you need to support that assertion with evidence, such as tables, charts, graphs or data. You must, however, list your references and sources of information.

Making a Presentation

During the course of your studies you may be asked to make a presentation as part of the assessment in the subject you are studying, or as part of the activities in a workshop or seminar session. The guidelines presented below may help you to develop and structure your presentation.

An effective presentation usually includes at least some of the following elements:

- a well-defined presentation
- clear, confident delivery
- lots of interesting ideas
- good visual aids

You may also find the following checklist of questions helpful when preparing for your presentation:

- who is the audience?
- what is the content?
- what is the best structure for the presentation?
- how will I handle questions?
- why am I making this presentation?
- what technology and equipment will I need?
- how will I be assessed?

Analysing a Case Study

Increasingly, case studies are being used as both a teaching method and an assessment device in education. They are popular with students and teachers as they are descriptions of what is happening in organisations, and are the meeting point of theory and practice. In case studies, you are asked to either:

- solve a problem and make a recommendation
- conduct a more general analysis

There is no one way to analyse and present a case study, but the following guidelines will help you get the most out of the case study:

What are the main issues or problems?

It is important that you do not move straight into the analysis and problem solving stage of the case study before you have a good, clear understanding of what the issues are. Begin by getting an overview, read the case, make a note of the issues, maybe draw a diagram or map of the interrelationships between the parts and players. Use charts/graphs to show timelines or trends. Get as much relevant information as you can from the case study, from your subject notes, from the questions.

What is the solution or analysis?

This is when you start to answer the question you have been asked. Solving a problem is a more creative process and to do this well you need to consider all feasible alternatives. Be sure that they have a sound basis. Making an analysis requires that you identify critical factors with a theoretical basis.

How do I present my case study?

For either a written or oral presentation the following guidelines are recommended:

- state the basic problems or summarise your basic analysis
- state essential background information
- list any assumptions you have made
- include the main body of text, using any illustrative material
- provide a conclusion which summarises the arguments from the main body of text
- provide an executive summary where appropriate

Presenting Your Assignment

Assignments should be word processed, double spaced, using one side of the paper only. You should use a 12-point font and leave margins of at least 25 mm. Number and record your student number (not your name) on each page and include all references. Please do not forget to check if your School or course of study has any special presentation requirements. These requirements can be found in your Course Description or School Handbook.

Show all workings and calculations within the body of your assignment. It is important to check the spelling and grammar in your assignment, and where possible read through at least twice to ensure that it is clear and unambiguous. Always attach the assignment cover sheets and keep a copy of your assignment. Make sure that you submit all the pages, including your bibliography or list of references, and that they are stapled securely.

How is the Assignment Marked?

Assignments are marked by your relevant lecturer or tutors.

The marker follows assignment answer guidelines prepared by the relevant University course coordinator

In most cases, the marker marks question by question, that is, question 1 of each paper is marked before going on to question 2

Marks are allocated to your work and a grade is identified on your assignment evaluation summary. The University then uses a Moderation for quality assurance processes to ensure consistency between all markers and across all teaching locations and then maintain the University standard set by the University.

Markers look for:

- a concise, relevant, well organised and well planned answer to the question
- evidence of wide reading and research
- use of practical examples as illustrations
- the ability to analyse, interpret and apply understanding of the subject to practical problems and situations
- systematic analysis of primary source material such as data from the financial press or a company's annual report

Internet Search Tips

Many users become discouraged or disturbed about the time they have taken searching the Internet only to find poor or very few useful resources. Follow the tips below to get the most from your Internet searches.

Use more than one search tool for any given topic. The best of search engines covers no more than one-third of the web's resources

Use the Help pages available on every search tool to learn how to get the best results with the particular features available

Think through your search strategy before you start searching. The more precise you are, the better your results will be. For example, if you need to find out about leaderships Today use that phrase rather than leadership, which will retrieve irrelevant hits along with the relevant ones. Putting the phrase in quote marks (e.g. 'leaderships Today') will give you even more relevant results

Place more specific terms at the beginning of your search strategy, and general terms (like geographical terms) towards the end. Geographical terms can retrieve huge numbers of hits

Remember spelling variations, singular and plural forms, and common misspellings. Try to think of relevant synonyms and near synonyms, and check your spacing and spelling before submitting the search request

Focus on the task at hand. Don't let hyperlinks lead you astray from the purpose of your search.

Adopt a critical evaluative approach to what you retrieve. Remember that publishing on the web is open to all comers. Ask yourself:

- Does the author identify himself or herself?
- What is the affiliation of the author or the reason for publishing?
- What is the date of the last update?
- Does this information add significantly to my knowledge of the topic?
- Does it contradict anything I know about the topic?
- Anyone can publish misinformation as well as valid or authoritative information, both in print and on the web.
- Learn how to cite Internet resources correctly. (refer to the following section)
- Locating Internet resources
- Use subject directories or meta (multi) search engines to explore a new topic area
- Use search engines to dig deeper into specific subject areas

You may find below weblink a useful resource for searching and evaluating information.
<https://federation.edu.au/library/student-resources/help-with-searching>

Acknowledging Your Resources

Document all your sources in your text and in a bibliography. We recommend the use of the Harvard or author-date referencing system. This commonly used system uses textual references, which are short references citing the author and year of publication of the source, and that appear in the text of your assignment. A list of all the references, or 'bibliography', should be given at the end of the assignment. Generally, entries in the bibliography should be provided in alphabetical order by surname of author.

Style of Citing References in the Text

Generally, a citation in the text of your assignment requires only the name(s) of the author(s) and the year of publication (with no punctuation between the two items). These should be placed at the end of a sentence (before the concluding punctuation) whenever possible. For example:

'Funny money' includes laundered money (Carew 1991)

The theory was first propounded in 1970 (Larsen 1971, p. 245)

Larsen (1971, pp. 245-7) was the first to propose the theory

Thorough research was undertaken (Larsen 1971, vol. 2, p. 23; vol. 3, pp. 1-7 to 3-6)

The theory was further developed using other structures (Larsen & Greene 1987)

Larsen and Green (1987) were unable to solve the problems of entropy. For more than three authors, use 'et al.'

(Larsen et al. 1987) or Larsen et al. (1987) have found that the alpha model is unstable

If you need to cite more than one work, separate them with a semi-colon: e.g. (Collins 1979, vol. 3, p. 731; Allender 1985, p. 72)

If two works are by same author in the same year use the following form: e.g. (Bell 1981a, 1981b)

If you need to refer to the same reference more than once you may be required to use:

Ibid meaning 'in the same place', used when a second reference to the same book/article immediately follows the first

loc cit meaning 'in the place cited', used when reference is to the same volume and place previously cited

op cit meaning 'in the work cited', used after an intervening reference

Bibliography

The following order applies when referencing books in a bibliography:

author's surname and initials or given name

year of publication

title of publication in italics

title of series, if applicable

volume number or number of volumes, if applicable

edition, if applicable

editor, reviser, compiler or translator, if other than the author

elements of a book, if applicable

publisher

place of publication

page number or numbers, if applicable

Here are some examples using the APA style of referencing:

Carew, E. (1991). *Fast Money 3: The Financial Markets in Australia*. Allen & Unwin: Sydney.

Adams, P. (1987). Black and white and read no more? *Weekend*

Australian Magazine, 7-8 Feb.

The Australian Concise Oxford Dictionary. (2nd ed). (1992). Oxford University Press: Melbourne.

Ansett Transport Industries Ltd (1984). *Annual Report 1983-84*. ATI:, Melbourne.

The following order applies when referencing journals and periodicals in a bibliography:

- author's name
- year of publication
- title of article
- title of journal or periodical in italics
- title of series, if applicable
- place of publication, if applicable
- volume number if applicable
- issue number or other identifier, if applicable
- page number or numbers

Here are some examples:

Gershefski, G. (1969) Building a Corporate Financial Model. *Harvard Business Review*, 47 (4), 61-72.

Gillespie, N. C., Lewis, R.J., & Shields, W. J. (1986). Mad Cow Disease. *Medical Journal of Australia*, 145 (11-12), 584-90.

Newspapers are cited in the same way as for journals and periodicals, except that volume and series information is replaced by day and month.

Unpublished material may also be cited. This may include papers presented at conferences, seminars and meetings (but remain unpublished), manuscripts, letters, conversations and interviews. Citation follows the same style as for books, e.g.

Suzuki, R. (1982). Workers' attitudes toward computer innovation and organisational culture: the case in Japan. Paper presented to 10th World Congress of Sociology, Mexico City. 16-21 August.

Occasionally it may be necessary to cite anonymous works, as follows:

On travelling to London (1683).

Finally, sources obtained from electronic media such as CD-Rom or the Internet should include the date that the material was read, as this information is frequently updated.

The following order applies when referencing electronic journal articles in a bibliography:

author/editor

year

title of article

title of journal

type of medium

date of publication

volume number (issue number), pagination or online equivalent

availability statement (URL address if applicable)

date accessed, if necessary

Here is an example:

Smith, J. (1996). Time to go home. *Journal of Hyperactivity* [Internet], 12th October, 6(4), 122-3. Available from: <<http://lmu.ac.uk>> [Accessed 6th June, 1997].

The following order applies when referencing World Wide Web documents in a bibliography:

author/editor

year

title

internet

edition

place of publication

publisher

Availability statement (URL address if applicable)

date accessed, if necessary

Here is an example:

Holland, M. (1996). Harvard System [Internet] Poole, Bournemouth University. Available from <<http://www.bournemouth.ac.uk/service-depts/lis/LIS-Pub/harvardsys.html>> [Accessed 22nd August, 1997]

The following order applies when referencing email discussion lists in a bibliography:

author/editor

year

title of message

discussion list name and date of message

[medium] Internet discussion list

availability statement (e-mail list address, date acceded)

Here is an example:

Brack, E.V. (1996). Computing and short courses. Lis-Link2 May 1996 [Internet discussion list]. Available from: <mailbase@mailbase.ac.uk> [Accessed 15th April 1997]

Finally, there are some excellent sources on academic referencing. Some sources are listed below – this list is by no means exhaustive.

<https://federation.edu.au/library/guides/help-with-referencing>

<https://libguides.federation.edu.au/c.php?q=719250&p=5129151>

<https://federation.edu.au/library/student-resources/fedcite>

Examinations

What to Study?

All material contained in your course outlines (including appendices) unless otherwise specified, and any compulsory reading is examinable. This includes formulae (unless otherwise specified). Check the section in the course outlines for the compulsory text list.

Assessment always causes students some anxiety, and examinations cause the most anxiety of all. This is to be expected. You will feel that a lot is riding on your performance in the examinations, and you will be concerned that you may not, under examination conditions, do as well as you are able. Perhaps you feel that you are not good at examinations, and perhaps you have not done as well as you wanted in examinations that you have taken before. We have set out below some strategies that we feel will help you in examinations at the institute.

Why Do We Have Examinations?

They are obviously to test your understanding of the subject materials and how well you have met the intended outcomes for the subject. They are different to assignments in that they are done under examination conditions - that is, in a fixed time frame, in a particular place, with no help from anyone else, and with only those resources you are allowed to take into the examination room.

Having thought about why we have examinations, what are the implications for you? **Firstly**, you need to know what your subject is about. The examination is not designed to trick you; it is designed as an opportunity for you to demonstrate how well you have met the subject learning outcomes. Look at the subject and individual topic objectives and intended learning outcomes. Perhaps you can construct a concept map of the subject. You need to have a good grasp of the intention of the subject. This is your best guarantee of exam success.

Secondly, you need to be well prepared. Do not leave your exam preparation to the last minute. This means that you need to know what the examination is about, what areas of the subject it will cover, and have reviewed and revised these well in advance of the examination. Plan your revision. You may wish to set study sessions at regular times and identify goals for each session. Some students find it useful to have a 'study buddy' - someone they work with to revise the subject. You can also test each other on knowledge and skills.

Study actively and systematically by:

- **Reading** - identify the essential knowledge and skills required in each topic;
- **Writing** - summarise topics into major headings;
- **Recalling** - turn your headings into questions; test yourself by answering the questions; and
- **Revising** - revise regularly.

Thirdly, you need to have information about the examination:

How long will your examination be?

- What type of questions will it contain?
- What format will the examination take?
- Will you have a choice about the types of questions you can answer, or are all questions compulsory?
- Will all the questions be long answer, or will some be multiple choice?
- What can you take into the examination with you?
- Can you take in formula sheets, a calculator, your study notes?

This information is provided in the Course Descriptions of each subject you study.

Finally, you need to think about your examination technique. Here are some ideas:

Be early for the exam and bring all the resources you will need, for example extra pens, calculator (spare batteries?), eraser, white out, etc. Multiple choice exams require specific resources - a lead pencil (2B) and an eraser

Read the instructions carefully. If you are asked to provide three examples, or answer only three questions, then do three, not five. You do not get extra marks for doing more than you are asked to, so allocate your time in the exam and do only what you are asked to do

Structure your answers

Read the question carefully, as it will tell you exactly what you need to do. Examiners appreciate students answering the question that was asked, not one that the student would like to answer!

Keep an eye on the time in the examination. Spend some time at the beginning of the examination thinking about your strategy for completing the examination. Allocate your time wisely, so you have sufficient time to answer every question. It may be helpful to allocate time according to the marks e.g. in a two-hour exam with 100 marks, you should aim to have finished 25 marks after half an hour. If you find you are still running out of time at the end of the examination, you can always write in dot points to get your ideas down quickly

Re-read what you have written, check spelling, any ambiguity in what you have written, whether your writing is legible, and whether the content is correct

Relax, you can only do your best and getting stressed about the examination will not necessarily mean you will do well. A bit of stress can get you motivated, a lot of stress can be too much.

Information on exams: <http://studyskills.federation.edu.au/assessment/exams/>

A Guide to Working in Groups

Students are increasingly asked to work in groups or to collaborate on projects. However, many students, especially those from other countries, have had little experience working in groups in an academic setting. While there are many excellent books and articles describing group processes, several faculty members and students have requested tips on assigning group projects, ways to organize groups, and what to do when the process goes awry. This guide is intended to be short and simply written for students who are working in groups, but who may not be very interested in too much detail, or who may not readily understand the particular language associated with describing group processes.

Getting Started

Groups work best if people know each other's names and a bit of their background and experience, especially those parts that are related to the task at hand. Take time to introduce yourselves.

Be sure to include everyone when considering ideas about how to proceed as a group. Some may never have participated in a small group in an academic setting. Others may have ideas about what works well. Allow time for people to express their inexperience and hesitations as well as their experience with group projects.

Most groups select a leader early on, especially if the work is a long-term project. Other options for leadership in long-term projects include taking turns for different works or different phases of the work.

Everyone needs to discuss and clarify the goals of the group's work. Go around the group and hear everyone's ideas (before discussing them) or encourage divergent thinking by brainstorming. If you miss this step, trouble may develop part way through the project. Even though time is scarce and you may have a big project ahead of you, groups may take some time to settle in to work. If you anticipate this, you may not be too impatient with the time it takes to get started.

Organizing the Work

Break up big jobs into smaller pieces. Allocate responsibility for different parts of the group project to different individuals or teams. Do not forget to account for assembling pieces into final form.

Develop a time-line, including who will do what, in what format, by when. Include time at the end for assembling pieces into final form. (This may take longer than you anticipate.) At the end of each meeting, individuals should review what work they expect to complete by the following session.

Understanding and Managing Group Processes

Groups work best if everyone has a chance to make strong contributions to the discussion at meetings and to the work of the group project.

At the beginning of each meeting, decide what you expect to have accomplished by the end of the meeting.

Someone (probably not the leader) should write all ideas, as they are suggested, on the board or on large sheets of paper. Designate a recorder of the group's decisions. Allocate responsibility for group process (especially if you do not have a fixed leader) such as a time manager for meetings and someone who periodically says that it is time to see how things are going (see below).

Save some time toward the end of the first meeting (and periodically as the group continues) to check in with each other on how the process is working:

What leadership structure does the group want - one designated leader? rotating leaders? separately assigned role?

Are any more ground rules needed, such as starting meetings on time, kinds of interruptions allowed, and so forth?

Is everyone contributing to discussions? Can discussions be managed differently so all can participate? Are people listening to each other and allowing for different kinds of contributions?

Are all members accomplishing the work expected of them? Is there anything group members can do to help those experiencing difficulty?

Are there disagreements or difficulties within the group that need to be addressed? (Is someone dominating? Is someone left out?)

Is outside help needed to solve any problems?

Is everyone enjoying the work?

Including Everyone and Their Ideas

Groups work best if everyone is included and everyone has a chance to contribute ideas. The group's task may seem overwhelming to some people, and they may have no idea how to go about accomplishing it. To others, the direction the project should take may seem obvious. The job of the group is to break down the work into chunks, and to allow everyone to contribute. The direction that seems obvious to some may turn out not to be so obvious after all. In any event, it will surely be improved as a result of some creative modification.

Encouraging Ideas

The goal is to produce as many ideas as possible in a short time without evaluating them. All ideas are carefully listened to but not commented on and are usually written on the board or large sheets of paper so everyone can see them, and so they don't get forgotten or lost.

Take Turns by Going Around the Group

Learn to listen, to other peoples' ideas. Hear from everyone - one by one. Generate ideas through brainstorming - people mention ideas in any order (without others' commenting, disagreeing or asking too many questions). The advantage of brainstorming is that ideas do not become closely associated with the individuals who suggested them. This process encourages creative thinking, if it is not rushed and if all ideas are written down (and

therefore, for the time-being, accepted). A disadvantage: when ideas are suggested quickly, it is more difficult for shy participants or for those who are not speaking their native language. One approach is to begin by brainstorming and then go around the group in a more structured way asking each person to add to the list.

Examples of What to Say

- “Why don't we take a minute or two for each of us to present our views?”
- “Let's get all our ideas out before evaluating them. We'll clarify them before we organise or evaluate them”
- “We'll discuss all these ideas after we hear what everyone thinks”
- “You don't have to agree with her, but let her finish”
- “Let's spend a few more minutes to see if there are any possibilities we haven't thought of, no matter how unlikely they seem”

Group Leadership

The leader is responsible for seeing that the work is organized so that it will be completed. The leader is also responsible for understanding and managing group interactions so that the atmosphere is positive.

The leader must encourage everyone's contributions with an eye for accomplishing the work. To do this, the leader must observe how the group's process is working. (Is the group moving too quickly, leaving some people behind? Is it time to shift the focus to another aspect of the task?)

The leader must encourage group interactions and maintain a positive atmosphere. To do this the leader must observe the way people are participating as well as be aware of feelings communicated non-verbally. (Are individuals' contributions listened to and appreciated by others? Are people arguing with other people, rather than disagreeing with their ideas? Are some people withdrawn or annoyed?)

The leader must anticipate what information; materials or other resources the group needs as it works.

The leader is responsible for beginning and ending on time. The leader must also organize practical support, such as the room, chalk, markers, food, breaks.

(Note: In addition to all this, the leader must take part in the discussion and also participate as a group member. At these times, the leader must be careful to step aside from the role of leader and signal participation as an equal, not a dominant voice.)

Concerns of Individuals that May Affect Their Participation

How do I fit in? Will others listen to me? Am I the only one who doesn't know everyone else? How can I work with people with such different backgrounds and experience?

Who will make the decisions? How much influence can I have?

What do I have to offer to the group? Does everyone know more than I do? Does anyone know anything, or will I have to do most of the work myself?

Characteristics of a Group that is Performing Effectively

All members have a chance to express themselves and to influence the group's decisions. All contributions are listened to carefully, and strong points are acknowledged. Idealistically everybody should realise that the job could not be done without the cooperation and contribution of everyone else.

Differences are dealt with directly when a person or people involved. The group identifies all disagreements, hears everyone's views, and tries to come to an agreement that makes sense to everyone. Even when a group decision is not liked by someone, a group member is encouraged to follow through with the democratic decision decided on by the group.

The group encourages everyone to take responsibility, and hard work is recognized. When things are not going well, everyone makes an effort to help each other. There is a shared sense of pride and accomplishment.

Focusing on a Direction

After a large number of ideas have been generated and listed on the board, the group can categorize and examine them. Then the group should agree on a process for choosing from among the ideas. Advantages and disadvantages of different plans can be listed and then voted on. Some possibilities can be eliminated through a straw vote (each group member could have 2 or 3 votes). Or all group members could vote for their first, second, and third choices. Alternatively, a list of criteria for a successful plan can be listed, and different alternatives can be voted on based on the criteria, one by one.

Categorising and Evaluating Ideas

Examples of what to say:

- "We have about 20 ideas here. Can we sort them into a few general categories?"
- "When we evaluate each other's' ideas, can we mention some positive aspects before expressing concerns?"
- "Could you give us an example of what you mean?"
- "Who has dealt with this kind of problem before?"
- "What are the advantages of that approach? The minuses?"
- "We have two basic choices. Let's brainstorm. First let's look at the advantages of the first choice, then the disadvantages"
- "Let's try ranking these ideas in priority order. The group should try to come to an agreement that makes sense to everyone"

Making a Decision

After everyone's views are heard and all points of agreement and disagreement are identified, the group should try to arrive at an agreement that makes sense to everyone.

Examples of what to say:

- "There seems to be some agreement here. Is there anyone who couldn't live with solution #2?"
- "Are there any objections to making this decision?"

- “You still seem to have worries about this solution. Is there anything that could be added or taken away to make it more acceptable? We're doing fine. We've agreed on a great deal. Let's stay with this and see if we can work this last issue through”

It looks as if there are still some major points of disagreement. Can we go back and define what those issues are and work on them rather than forcing a decision now.

Roles Individuals Can Take That Contribute to the Work and to the Atmosphere

If a group is functioning well; work is getting done and constructive group processes are creating a positive atmosphere. In good groups the individuals may contribute differently at different times. Groups should ideally cooperate and respect each other during communication.

Roles That Contribute to the Work

Initiating - taking the initiative, at any time; for example, convening the group, suggesting procedures, changing direction, providing new energy and ideas. (How about if we.... What would happen if...?)

Seeking information or opinions - requesting facts, preferences, suggestions and ideas. (Could you say a little more about...Would you say this is a more workable idea than that?)

Giving information or opinions - providing facts, data, information from research or experience. (In my experience I have seen...May I tell you what I found out about...?)

Questioning - stepping back from what is happening and challenging the group or asking other specific questions about the task. (Are we assuming that? Would the consequence of this be...?)

Clarifying - interpreting ideas or suggestions, clearing up confusions, defining terms or asking others to clarify. This role can relate different contributions from different people, and link up ideas that seem unconnected. (It seems that you are saying... Doesn't this relate to what [name] was saying earlier?)

Summarising - putting contributions into a pattern, while adding no new information. This role is important if a group gets stuck. Some groups officially appoint a summarizer for this potentially powerful and influential role. (If we take all these pieces and put them together...Here's what I think we have agreed upon so far... Here are our areas of disagreement...)

Roles That Contribute to the Atmosphere

Supporting - remembering others' remarks, being encouraging and responsive to others. Creating a warm, encouraging atmosphere, and making people feel they belong helps the group handle group stresses and strains. People can gesture, smile, and make eye-contact without saying a word. Some silence can be supportive for people who are not native speakers of English by allowing them a chance to get into discussion. (I understand what you are getting at...As [name] was just saying...)

Observing - noticing the dynamics of the group and commenting. Asking if others agree or if they see things differently can be an effective way to identify problems as they arise. (We seem to be stuck...Maybe we are done for now, we are all worn out...As I see it, what happened just a minute ago... Do you agree?)

Mediating - recognizing disagreements and figuring out what is behind the differences. When people focus on real differences that may lead to striking a balance or devising ways to accommodate different values, views, and approaches. (I think the two of you are coming at this from completely different points of view...Wait a minute. This is how [name/ sees the problem. Can you see why she may see it differently?)

Reconciling - reconciling disagreements. Emphasizing shared views among members can reduce tension. (The goal of these two strategies is the same, only the means are different... Is there anything that these positions have in common?)

Compromising - yielding a position or modifying opinions. This can help move the group forward. (Everyone else seems to agree on this, so I'll go along with... "I think if I give in on this, we could reach a decision".)

Making a personal comment – "occasional personal comments, especially as they relate to the work". Statements about one's life are often discouraged in professional settings; this may be a mistake since personal comments can strengthen a group by making people feel human with a lot in common.

Humour - funny remarks or good-natured comments. Humour, if it is genuinely good-natured and not cutting, can be very effective in relieving tension or dealing with participants who dominate or put down others. Humour can be used constructively to make the work more acceptable by providing a welcome break from concentration. It may also bring people closer together, and make the work more fun.

All the positive roles turn with the combination of each group roles, it is hoped that the group functions in an energetic and productive manner. People who have not reflected on these roles may misunderstand the motives and actions of people working in a group. If someone other than the leader initiates ideas, some may view it as an attempt to take power from the leader. Asking questions may similarly be seen as defying authority or slowing down the work of the group. Personal anecdotes may be thought of as trivializing the discussion. Leaders who understand the importance of these many roles can allow and encourage them as positive contributions to group dynamics. Roles that contribute to the work give the group a sense of direction and achievement. Roles contributing to the human atmosphere give the group a sense of cooperation and goodwill.

Some Common Problems (And Some Solutions)

Floundering - while people are still figuring out the work and their role in the group, the group may experience false starts and circular discussions, and decisions may be postponed.

Examples of what to say:

Here's my understanding of what we are trying to accomplish... Do we all agree?

What would help us move forward: data? Resources?

Let's take a few minutes to hear everyone's suggestions about how this process might work better and what we should do next.

Dominating participants and reluctant participants - some people might take more than their share of the discussion by talking too often, asserting superiority, telling lengthy stories, or not letting others finish. Sometimes humour can be used to discourage people from dominating. Others may rarely speak because they have difficulty getting in the conversation.

Sometimes looking at people who don't speak can be a non-verbal way to include them. Asking quiet participants for their thoughts outside the group may lead to their participation within the group.

Examples of what to say:

- “How would we state the general problem?”
- “Could we leave out the details for a moment?”
- “Could we structure this part of the discussion by taking turns and hearing what everyone has to say?”
- “Let's check in with each other about how the process is working: Is everyone contributing to discussions?”
- “Can discussions be managed differently so we can all participate? Are we all listening to each other?”

Digressions and tangents - too many interesting side stories can be obstacles to group progress. It may be time to take another look at the agenda and assign time estimates to items. Try to summarize where the discussion was before the digression, or consider whether something is making the topic easy to avoid.

Examples of what to say:

- “Can we go back to where we were a few minutes ago and see what we were trying to do?”
- “Is there something about the topic itself that makes it difficult to stick to?”

Getting stuck - too little progress can get a group down. It may be time for a short break or a change in focus. However, occasionally when a group feels that it is not making progress, a solution emerges if people simply stay with the issue.

Examples of what to say:

- “What are the things that are helping us solve this problem? What's preventing us from solving this problem?”
- “Let's take a few minutes to hear everyone's suggestions about how this process might work better and what we should do next”.
- “I understand that some of you doubt whether anything new will happen if we work on this problem. Are we willing to give it a try for the next fifteen minutes?”

Rush to work - usually one person in the group is less patient and more action-oriented than the others. This person may reach a decision more quickly than the others and then pressure the group to move on before others are ready.

Examples of what to say:

- “Are we all ready-to make a decision on this?”
- “What needs to be done before we can move ahead?”
- “Let's go around and see where everyone stands on this”

Feuds - occasionally a conflict (having nothing to do with the subject of the group) carries over into the group and impedes its work. It may be that feuding parties will not be able to focus until the viewpoint of each is heard. Then they must be encouraged to lay the issue aside.

Examples of what to say:

- “So, what you are saying is... And what you are saying is... How is that related to the work here?”
- “If we continue too long on this, we won't be able to get our work done. Can we agree on a time limit and then continue?”

Ignoring or ridiculing others - when someone consistently ignores or ridicules what others say, criticizing their experience or knowledge, good-natured humour or a private conversation outside the group can be effective.

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