



STUDENT HANDBOOK

2017

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Welcome to MIT - Melbourne Institute of Technology

This Student Handbook is designed to give students a comprehensive understanding of the Policies and Procedures at MIT. Our goal is to provide students information on personal, professional development and a high quality educational experience.

The handbook is divided into three sections.

Section A outlines MIT's academic and administrative policies and procedures so that students understand MIT's obligations to our students as well as their rights and responsibilities as an MIT student. Please note that, from time to time, MIT updates its policies and procedures. Current policies and procedures are available on MIT website (<http://www.mit.edu.au/about-us/governance/institute-rules-policies-and-plans/policies-procedures-and-guidelines>).

Section B includes "A Guide to Effective Study" which is designed with the intention of assisting students in their studies at MIT and to achieve their study goals. This section also includes vital information on what is considered to be plagiarised work and effective methods of avoiding it. MIT's Plagiarism and Academic Misconduct Policy and Procedure is accessible at <http://www.mit.edu.au/mit/policies/Plagiarism-Academic-Misconduct-Policy-Procedure>

Section C is additional information that will help students settle into a routine both personal and academic. It includes information about what extra assistance is available to MIT students and additional information on how to settle into living and studying in Melbourne such as accommodation ideas, renting and how to find work while studying and after completing studies.

MIT staff members encourage students, monitor their progress and guide them towards excellence in academic performance. This is a regular and ongoing process at MIT. We are concerned with the overall welfare of each student, not only with study-related matters but all aspects of their lives that are related to the success of their studies. We urge students facing problems to see staff in the Student Services Department on level 7, 154 Sussex Street, Sydney.

Together we aim to build a bright future for each of our students. We hope that each student finds their time at MIT challenging, enjoyable and rewarding.

To close this chapter we invite you to a very apt quote by George Sheehan (American physician, author and running enthusiast, 1918 – 1993)

"Success means having the courage, the determination and the will to become the person you believe you were meant to be"

We wish each student the best of luck in achieving their goals and to pursue their own success.

MIT Staff

SECTION - A

MIT PROGRAMS

Melbourne Institute of Technology (MIT), a higher education provider (HEP) offer the Master of Professional Accounting (MPA), Master of Networking (MNET), Bachelor of Networking (BNET), Bachelor of Business, Graduate Diploma of Networking, Graduate Diploma of Accounting, Diploma of Information Technology and Diploma of Business courses. To be awarded a Master degree in Professional Accounting, students must successfully complete 16 units of study of 15 credit points each. To be awarded a Master of Networking, students must successfully complete 12 units of study of 20 credit points each. To be awarded a Bachelor of Networking or a Bachelor of Business degree, students must successfully complete 24 units of study. To be awarded a Diploma, students must successfully complete 8 units of study.

FAST TRACK - TRIMESTER SYSTEM

MIT has an innovative three trimesters a year system which means that students 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 trimester academic year;
2. Three trimesters in one calendar year;
3. A normal two trimester load spread over the three trimesters in a calendar year, for students experiencing learning difficulties (subject to approval from the Academic Manager or Course 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 Course Coordinator, provided that Australian immigration regulations are observed.

TRIMESTER SYSTEM

Trimester Program

Many subjects are offered in most trimesters while some are offered based on demand. The subjects available in the upcoming trimester will be announced generally one month before the commencement of the trimester. Information about subject availability by trimester can be found from the relevant schools. The principal enrolment periods and assessment dates for these trimesters are located inside this guide and on our website.

Academic Calendar

Important Dates - Academic Year 2017/2018		
January 2017		Trimester 3, 2016
Tue - Fri	3 - 6	Teaching Week - 7
Mon - Fri	9 - 13	Teaching Week - 8
Mon - Fri	16 - 20	Teaching Week - 9
Mon - Fri	23 - 27	Teaching Week - 10
Thu	26	Australia Day - Gazetted Public Holiday
Fri	27	Last day to withdraw without academic penalty
Tue	31	Domestic Enrolment - Round 1
Mon - Fri	30 Jan – 3 Feb	Teaching Week - 11
February 2017		
Mon	6	Re-enrolment for Trimester 1, 2017 commences
Mon - Fri	6 - 10	Teaching Week - 12
Fri	10	End of teaching period
Sat - Tue	11 - 14	SWOT Vac
Wed	15	Final Examination commences - Trimester 3, 2016
Sat	25	End of Examination – Trimester 3, 2016
Mon	27	Tuition fee due date for Trimester 1, 2017
March 2017		Trimester 1, 2017
Wed	1	Domestic Enrolment - Round 2
Fri	10	Results Publication Trimester 3, 2016
Fri	10	Re-enrolment for Trimester 1, 2017 ends
Mon	13	Labour Day (VIC only) – no classes scheduled on this day for Melbourne campus
Mon - Fri	13 - 17	Orientation Week for commencing students (specific to Sydney Campus only)
Tue - Fri	14 - 17	Orientation Week for commencing students (specific to Melbourne Campus only)
Tue & Wed	14 & 15	Enrolment for commencing students
Thu & Fri	16 & 17	Enrolment amendment
Fri	17	Last day to withdraw from a Course without financial penalty for continuing* international and domestic students (except for domestic FEE-HELP students)
Mon - Fri	20 - 24	Teaching Week - 1
Fri	24	Last day to change course
Fri	24	Last day to enrol
Mon - Fri	27 - 31	Teaching Week - 2
Fri	31	Last day to add a unit
April 2017		
Mon - Fri	3 - 7	Teaching Week - 3

April 2017 - continued		
Mon - Fri	10 - 14	Teaching Week – 4
Fri	14	Last day to defer/reduce study load without financial penalty for enrolment variation purposes. (Financial penalty <i>does</i> apply if a student withdraws from their course of study)
Fri	14	Good Friday - MIT closed (no classes scheduled for this day)
Sat	15	Easter Saturday - MIT closed (no classes scheduled for this day)
Mon	17	Easter Monday - MIT closed (no classes scheduled for this day)
Tue – Fri	18 - 21	Teaching Week - 5
Mon - Fri	24 - 28	Teaching Week - 6
Tue	25	Anzac Day - MIT closed (no classes scheduled for this day)
May 2017		
Mon – Fri	1 - 5	Teaching Week - 7
Mon - Fri	8 - 12	Teaching Week - 8
Mon - Fri	15 - 19	Teaching Week - 9
Mon - Fri	22 - 26	Teaching Week - 10
Fri	26	Last day to withdraw without academic penalty
Mon - Fri	29 May – 2 June	Teaching Week - 11
June 2017		
Mon - Fri	5 - 9	Teaching Week - 12
Fri	9	End of teaching – Trimester 1, 2017
Sat - Tue	10 - 13	SWOT Vac
Mon	12	Queen's Birthday - MIT closed (no classes scheduled for this day)
Wed	14	Final Examination commences - Trimester 1, 2017
Sat	24	End of Examination - Trimester 1, 2017
Mon	26	Tuition fee due date for Trimester 2, 2017
Mon	26	Re-enrolment for Trimester 2, 2017 commences
July 2017		Trimester 2, 2017
Fri	7	Results publication Trimester 1, 2017
Fri	7	Re-enrolment for Trimester 2, 2017 ends
Mon - Fri	10 - 14	Orientation Week for commencing students
Tue & Wed	11 & 12	Enrolment for commencing students
Thu & Fri	13 & 14	Enrolment amendment
Fri	14	Last day to withdraw from a Course without financial penalty for continuing* international and domestic students (except for domestic FEE-HELP students)
Mon - Fri	17 - 21	Teaching commences - Week 1
Fri	21	Last day to change course

July 2017 - continued		
Fri	21	Last day to enrol
Mon - Fri	24 - 28	Teaching Week - 2
Fri	28	Last day to add a unit
August 2017		
Mon - Fri	31 Jul – 4 Aug	Teaching Week - 3
Mon - Fri	7 - 11	Teaching Week - 4
Fri	11	Last day to defer/reduce study load without financial penalty for enrolment variation purposes. (Financial penalty does apply if a student withdraws from their course of study)
Mon - Fri	14 - 18	Teaching Week - 5
Mon - Fri	21 - 25	Teaching Week - 6
Mon - Fri	28 Aug – 1 Sep	Teaching Week - 7
September 2017		
Mon - Fri	4 - 8	Teaching Week - 8
Mon - Fri	11 - 15	Teaching Week - 9
Mon - Fri	18 - 22	Teaching Week - 10
Fri	22	Last day to withdraw without academic penalty
Mon - Fri	25 - 29	Teaching Week - 11
Fri	29	Friday before the AFL Grand Final Public Holiday (VIC only)
October 2017		
Mon	2	Labour Day (NSW only) - no classes scheduled on this day for Sydney campus
Mon - Fri	2 - 6	Teaching Week - 12
Fri	6	End of teaching - Trimester 2, 2017
Sat - Tue	7 - 10	SWOT Vac
Wed	11	Final Examination commences - Trimester 2, 2017
Sat	21	End of Examination - Trimester 2, 2017
Mon	23	Tuition fee due date for Trimester 3, 2017
Mon	23	Re-enrolment for Trimester 3, 2017 commences
November 2017		Trimester 3, 2017
Fri	3	Result publication Trimester 2, 2017
Fri	3	Re-enrolment for Trimester 3, 2017 ends
Mon - Fri	6 - 10	Orientation Week for commencing students (specific to Sydney Campus only)
Tue	7	Melbourne Cup Public Holiday (VIC only)
Tue & Wed	7 & 8	Enrolment for commencing students
Thu & Fri	9 & 10	Enrolment amendment
Fri	10	Last day to withdraw from a Course without financial penalty for continuing* international and domestic students (except for domestic FEE-HELP students)

November 2017 - continued		
Mon - Fri	13 - 17	Teaching commences - Week 1
Fri	17	Last day to change course
Fri	17	Last day to enrol
Mon - Fri	20 - 24	Teaching Week - 2
Fri	24	Last day to add a unit
Mon - Fri	27 Nov – 1 Dec	Teaching Week - 3
December 2017		
Mon - Fri	4 - 8	Teaching Week - 4
Fri	8	Last day to defer/reduce study load without financial penalty for enrolment variation purposes. (Financial penalty does apply if a student withdraws from their course of study)
Mon - Fri	11 - 15	Teaching Week - 5
Mon - Fri	18 - 22	Teaching Week - 6
Mon - Fri	25 - 29	Christmas Break – MIT closed (no classes scheduled for this week)
January 2018		
Mon	1	New Year's Day Public Holiday - MIT closed (no classes scheduled for this day)
Tue - Fri	2 - 5	Teaching Week - 7
Mon - Fri	8 - 12	Teaching Week - 8
Mon - Fri	15 - 19	Teaching Week - 9
Mon - Fri	22 - 26	Teaching Week - 10
Fri	26	Australia Day Public Holiday
Fri	26	Last day to withdraw without academic penalty
Mon - Fri	29 Jan – 2 Feb	Teaching Week - 11
Tue	30	Domestic Enrolment – Round 1
February 2018		
Mon - Fri	5 - 9	Teaching Week - 12
Fri	9	End of teaching period
Sat - Tue	10 - 13	SWOT Vac
Wed	14	Final Examination commences - Trimester 3, 2017
Sat	24	End of examination - Trimester 3, 2017
Mon	26	Re-enrolment for Trimester 1, 2018 commences
Mon	26	Tuition fee due date for Trimester 1
March 2018		Trimester 1, 2018
Thu	1	Domestic Enrolment - Round 2
Fri	9	Results Publication Trimester 3, 2017
Fri	9	Re-enrolment for Trimester 1, 2018 ends
Mon - Fri	12 - 16	Orientation Week for commencing students (specific to Sydney Campus only)

March 2018 - continued		
Tue – Fri	13 – 16	Orientation Week for commencing students (specific to Melbourne Campus only)
Mon	12	Labour Day Public Holiday (VIC only)
Tue & Wed	13 & 14	Enrolment for commencing students
Thu & Fri	15 & 16	Enrolment amendment
Fri	16	Last day to withdraw from a Course without financial penalty for continuing* international and domestic students (except for domestic FEE-HELP students)
Mon - Fri	19 - 23	Teaching commences - Week 1
Fri	23	Last day to change course
Fri	23	Last day to enrol
Mon - Fri	26 – 30	Teaching commences - Week 2

*Continuing = students enrolling in a second or subsequent trimester

Following is a list of public holidays observed at MIT

Consequently the MIT faculties and facilities are closed on these days

Public Holidays NSW/VIC 2017/2018

New Year's Day	Sunday 1 January and Monday 2 January 2017 (additional day)
Australia Day holiday	Thursday 26 January 2017
Labour Day (VIC only)	Monday 13 March 2017
Good Friday	Friday 14 April 2017
The Saturday before Easter Sunday	Saturday 15 April 2017
Easter Monday	Monday 17 April 2017
ANZAC Day	Tuesday 25 April 2017
Queen's Birthday	Monday 12 June 2017
Friday before the AFL Grand Final (VIC only)	Friday 29 September 2017
Labour Day (NSW only)	Monday 2 October 2017
Melbourne Cup Day (VIC only)	Tuesday 7 November 2017
Christmas Day	Monday 25 December 2017
Boxing Day	Tuesday 26 December 2017
New Year's Day	Monday 1 January 2018
Australia Day holiday	Friday 26 January 2018

Emergency Numbers

Ambulance 000	Police 000	Fire 000	Directory Assistance 1245	MIT Sydney 82671400
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EQUAL OPPORTUNITY/BULLYING/DISCRIMINATION/HARASSMENT

Melbourne Institute of Technology desires to provide a learning environment that values diversity, offers equality of opportunity to all students and staff, and is free from bullying, harassment and unlawful discrimination. MIT recognizes that bullying, harassment and unlawful discrimination may have the effect of creating an intimidating, hostile and offensive study and work environment and is therefore intent on ensuring their absence from campus.

MIT students can expect that:

- They are not unlawfully discriminated because of their sex, gender identity, marital status, pregnancy, breastfeeding, status as a parent or carer, sexual orientation, race, disability, age, physical features, religious belief or activity, and political belief or activity;
- They are not harassed (made to feel intimidated, offended or humiliated) because of any of the above grounds;
- They are not subjected to sexual harassment;
- They are not bullied as characterised by persistent and repeated unreasonable behaviour directed that creates a risk to health and safety;
- They receive appropriate flexibility e.g. because of a disability, or for family or cultural responsibilities; and
- Concerns regarding bullying, unlawful discrimination or harassment are dealt with promptly, fairly and impartially.

Students are also expected to make sure that their own behaviours do not result in other students or staff feeling intimidated, humiliated or offended.

Any student who is aggrieved by what he or she considers to be bullying, unlawful discrimination or harassment by another student or by a staff member can have such grievance heard through the MIT Student Complaint Policy and Procedures. Refer <http://www.mit.edu.au/about-us/governance/institute-rules-policies-and-plans/policies-procedures-and-guidelines> for further information.

Any student who has bullying, harassment or unlawful discrimination concerns, can initially contact the Associate Director Operations – Ghan Acharya on 8267 1400 or email gacharya@mit.edu.au for more information.

MIT CODES OF STUDENT CONDUCT

The Code of Student Conduct at MIT endeavors 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 in accordance with the MIT Student General Misconduct Policy and Procedure (<http://www.mit.edu.au/mit/policies/MIT-Student-General-Misconduct-Policy-Procedure>).

Students are required to produce their Student Identification Card when entering the campus and may be asked to produce the card by appropriate staff while on campus.

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. It is the responsibility of the student to take reasonable care not to leave phones unattended on campus.

It is also expected that the student has the phone switched off during any interviews or meetings with staff.

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 in appropriate areas, sanctioned by the City Council, outside the campus and should ensure that cigarette butts are disposed off properly. Smoking is prohibited in the immediate entrance area of the building; students found littering with cigarette butts may incur a very large fine by the City Council.

Food

The student Lounge is located on the first floor. It is equipped with microwaves and vending machines. Food should only be consumed in the wet area of level 1.

Students are not permitted to consume food in other areas and will be asked to leave the area if found eating in the library or computer laboratories. (Also read the Section on Use of Library and Laboratories)

Attendance

Attendance is an important element of successful studies, and regular attendance at all lectures and tutorials is expected. For international students full time enrolment and attendance of minimum of 80% is also a requirement of the Department of Immigration and Boarder Protection (DIBP) to maintain a valid student visa.

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 do not attend classes or who are not making satisfactory progress in their studies. Such students may be asked by the Government to leave the country.

Student Identification on Campus

All MIT students will be issued with an ID/Access card when they enrol. Students are required to have these cards on them at all times whilst on campus. Failure to do so will result in not obtaining access to the campus.

The ID/Access card will be made available at Orientation. When there are problems with producing the cards on time, the student will receive an interim slip allowing him/her to enter the campus, until the cards are made available. All students are required to obtain the card free of charge during the Orientation period and if the card is lost or damaged, the cost to replace a lost or stolen card is \$10. Lost or stolen cards must be reported to the security staff on the ground floor.

To purchase a new card, students are required to complete the appropriate form on level 7, pay the fee at the accounts counter on level 7 and have the photo and ID/Access card reproduced by Help Desk on level 2.

Students without the appropriate ID/Access Card will not be allowed to enter the campus. No exceptions will be made.

Security @ MIT

Students are reminded that the facilities and services at MIT are for MIT students and staff or students enrolled in Federation University Australia courses at MIT Sydney campus only.

These facilities and services are to enhance the learning environment for our students. To ensure that this occurs we seek your cooperation. Students are required to carry current MIT ID/Access card at all times.

Any person other than our students and staff will need to report to the security guard on entry.

Any person other than MIT staff or students found on campus and not registered with security will be asked to vacate the premises immediately. Failure to do so may result in more serious action.

Critical Incidents

For all critical incidents, refer to our policy located at: <http://www.mit.edu.au/about-us/governance/institute-rules-policies-and-plans/policies-procedures-and-guidelines>

ORIENTATION

Orientation is compulsory for all new students and is an integral step towards successful integration for all students whether overseas or local. Sessions are held during the Orientation period which informs students of the policies and procedures and gives all students an understanding of what is required while studying.

During Orientation, students will be given explanations on how MIT functions. Information is distributed regarding the policies and procedures of MIT. This will help students fit in and

understand how and who to see when they are experiencing problems or when they have queries that need to be answered.

All students are required to complete a Registration Form on the first day of Orientation. This form assists staff in keeping all information relevant and up to date. It further assists staff to identify any medical problem a student may have, should emergency medical treatment be required.

It is essential that you provide the data since we need to update MIT database, and for international students, the DIBP's (Department of Immigration and Border Protection) PRISMS database.

Change of Address

All students MUST advise in writing of a change of address or any other personal data. Students are required to complete "A change of Address" form on level 7 any time they change address. For international students it is also a requirement of their visa. Failing to advise appropriately may result in serious repercussions with their visa.

ACADEMIC MATTERS

Award

English Language, Diploma, Bachelors and Masters courses are approved and registered with Australian Government Authority. On successful completion of such courses the student will be awarded the relevant award by MIT.

Results

Student results will be published at the end of each trimester. Results will be available on the student portal at <https://online.mit.edu.au/ams>. For details on the results publication dates please refer to 'Important Dates' (above). Transcripts for each trimester will be posted to the student's current address four weeks after the publication of the results.

Testamur

Students who have successfully completed their course are eligible to apply for Graduation in person or in absentia (Refer to 'Graduation' section for more information on how to apply). Upon graduating, students will receive their relevant Testamur in accordance to the application's terms and conditions.

If a student requires a duplicate Testamur, they may apply by completing the 'Request for Duplicate Testamur' form. The specified payment must be made at Finance and then the form submitted to the MIT enrolment officer. This is effective as of 16.05.2014.

Graduation

In order to graduate, a student must apply online via the MIT website - <http://www.mit.edu.au/students/graduation> and make the relevant payment. Upon successful completion of the course, the student will be eligible to Graduate. Please refer to the terms and conditions on the MIT website for further details.

Plagiarism

The Oxford Dictionary defines Plagiarism as "the practice of taking someone else's work or ideas and passing them off as one's own." The Institute's academic policy stipulates "plagiarism" as academic misconduct. Students are advised to make themselves familiar with these terms while they are studying at MIT.

MIT has identified a need to educate its students on how to avoid plagiarism. We have various services (study skills, mentor program, student consultation with academic staff etc.) that ensure students are provided with assistance and taught how to avoid plagiarism. The Plagiarism and Academic Misconduct Policy and Procedure is accessible at: <http://www.mit.edu.au/mit/policies/Plagiarism-Academic-Misconduct-Policy-Procedure>

Cheating in Exams

Cheating constitutes academic misconduct and will be investigated in accordance with the Plagiarism and Academic Misconduct Policy and Procedure (<http://www.mit.edu.au/mit/policies/Plagiarism-Academic-Misconduct-Policy-Procedure>). The penalty can be very serious such as receiving a fail grade in the unit or even exclusion from the course.

Cancellation of Enrolment

Melbourne Institute of Technology may cancel the enrolment of any student under the following circumstances:

Circumstances under which student's enrolment may be cancelled, suspended or deferred:

1. The student gained admission to the Institute by misrepresentation, by falsifying documents or other means of falsification;
2. Where a student (commencing or continuing) fails to arrive, enrol and commence studies in time for the relevant trimester, student's enrolment may be cancelled or deferred;
3. Where a student is approved to take leave of absence within MIT's policies and procedures;
4. Where a student is approved to take leave of absence within MIT's policies and procedures;
5. Where a student decides to withdraw from their course within MIT's policies;
6. Where a student decides to take course credit and there are no other units in which the student can enrol in the relevant trimester;
7. Non-payment of tuition fees;
8. Disciplinary reasons as defined in MIT's policies;
9. Failure to meet course progression requirements as defined in relevant course progression policies (Refer to NCP Standard 10)
10. Taking leave of absence without approval.

Please note that MIT is required to inform you that deferring, suspending or cancelling your enrolment may affect your student visa (international students) and MIT must notify the Secretary of DE (Department of Education) via PRISMS as required under section 19 of the ESOS Act where the student's enrolment is deferred, temporarily suspended or cancelled. Refer to: <http://www.mit.edu.au/about-mit/institute-publications/policies-procedures-and-guidelines/deferring-suspending-and-cancelling-enrolments>

Assessment Details

Students should familiarise themselves with any specific course requirements as listed in the relevant Unit Descriptions.

The form of assessment for each subject will vary. Details of assessment are included in the unit descriptions, and these may include some or all of the following:

- Examination
- Test
- Assignment
- Tutorials

- Seminars
- Class participation
- Laboratory work

It is the student's responsibility to read thoroughly the information prescribed in the unit descriptions. Extension of assignments can only be granted under exceptional circumstances such as medical or other relevant circumstances or as defined in the Unit Description. Proof of exceptional circumstances (such as a medical certificate) must be provided and extension must be approved by the Academic Manager or Course Coordinator. No extensions will be accepted without pre-approval.

Assessment Grades

<u>Grade</u>	<u>Meaning</u>	<u>Percentage</u>
HD	Higher Distinction	80 - 100
D	Distinction	70 - 79
C	Credit	60 - 69
PS	Pass	50 - 59
MN	Marginal Fail	40 - 49
N	Fail	0 - 39
XN	Non-assessed Fail	-
S	Ungraded Pass	-
UN	Ungraded Fail	-
AD	Assessment deferred - up to 3 Months	-
TD	Assessment deferred – up to 12 months	-
ZN	Supplementary assessment to be completed within 3 months	-
W	Withdrawn without academic penalty	-
TC	Ungraded Credit Transfer	-
WN	Withdrawn after census date with financial penalty	-
O	Ongoing	-

Final Examinations

Examinations are held at the end of each trimester. Not all subjects will have examinations (refer to the unit description). Failure to attend a final examination without satisfactory explanation will result in an automatic failure in that particular unit.

*****It is the student's responsibility to ensure that they are aware of exactly when their exams are scheduled. *****

Examinations for Higher Education - courses are set by MIT and there are quality control measures in place to ensure that academic standards are met. This also means that the final decision on results will be made by MIT. Where there is a dispute about results then there are appropriate quality control measures in place to deal with such disputes.

Examination Policy

Students may only bring into the exams materials as specified in the unit descriptions. Under no circumstances are students allowed to store and retrieve textual information from electronic devices such as electronic dictionaries, smart phones, smart watches and calculators. Except where otherwise advised (e.g., in English Language Courses) dictionaries, writing paper and pencil cases can be brought into the exam room. In the case of Open Book exams a photocopy of the 'prescribed text book' and any other copied books or materials will not be allowed where such copies are a violation of copyright law in Australia.

If a student is found not complying with the examination policy, this will be considered as cheating, therefore students will be reported and will result in serious consequences or could be excluded from the examination hall. Please refer to the Plagiarism and Academic Misconduct Policy and Procedure for the serious consequences of cheating.

Mobile phones or pagers 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 above-prescribed policy, students are expected to observe all the instructions on the unit descriptions and notice boards.

Deferred/Supplementary Examinations

Deferred or supplementary examinations are granted only on the grounds of documented illness or other exceptional circumstances beyond the control of the student, for example, bereavement. Supplementary examinations based on academic grounds are at the discretion of the individual School, consistent with the Supplementary Assessment Policy of the Institute. Students are reminded that supplementary examinations are not a right and are only granted in exceptional circumstances.

A student who wishes to apply for special consideration based on non-academic grounds must apply in writing to the Course Co-ordinator within 3 working days of the completion of the examination and provide evidence of a doctor's certificate in the case of illness, or a Student Counsellor's recommendation in the case of other exceptional circumstances.

Supplementary examinations granted on academic grounds will only be approved in accordance with the relevant policy. The student will be notified in writing after the examination results have been ratified by the relevant School's Exam Ratification Committee.

Deferred Examinations may only be given to students who:

- Apply in writing before the exam and only with exceptional circumstances.
- Fall sick prior the commencement of the exam. In the event that you fall sick, you are advised to see a medical practitioner (registered) and obtain a medical certificate; you then complete the relevant form and lodge the same with administration. Students have 3 working days to submit the relevant documents. In the event that you contest the exam, and you feel that you were disadvantaged, you may complete a special consideration form. Please note that the special consideration form is not to be used for purposes such as requesting the lecturer to leniently correct your exam.
- Enter the exam room but become obviously ill at the commencement of the examination. In this instance the student must report the illness before reading the examination paper. A student may not remove the examination paper or script or any other materials relating to the examination, from the examination room. "Obviously ill" means ailments that require medical attention.

Advice to students: Do not enter the examination feeling ill. Report illness and go straight to a doctor to get a medical certificate.

Approval for Deferred Examinations

The following applies should a student be approved for a deferred examination:

- The date of the examinations will be set **one week after the normal examination where possible**. Students cannot choose the exam date.
- A candidate, whose level of absence has been rejected or unauthorized, shall be deemed to have sat and failed the main examination.

Review of Final Grade

Students are reminded that they can only apply for a review of their final grade. Specific variations from the Institute's policy unique to the circumstances of students studying at MIT are outlined below.

The review of grade must be lodged within three working days of results being published.

Review of grades received later than above mentioned date will not be considered unless special circumstances are established i.e., student has not been in the country at the time of publication and the student has advised MIT in writing prior to leaving and completed the appropriate documentation.

The process of review of grade, in the first instance should be to the relevant lecturer. If not satisfactory it will be referred to the relevant Course Coordinator. The Course Coordinator will make the final decision with an Independent assessor. In the case of the higher education programmes the independent assessor shall be the relevant programme Director.

APPEAL A FINAL GRADE

A student may appeal against an assessment grade in an assessable task in accordance with the guidelines outlined in unit descriptions, and relevant course handbooks.

Students wishing to appeal against a final grade, should process their applications as specified Regulation 1.3.2 at: <http://www.mit.edu.au/about-mit/institute-publications/statutes-and-regulations/regulation-132-appeal-against-final-unit>

SATISFACTORY ACADEMIC PERFORMANCE

Under standard 10 of the National Code of Practice (NCP2007) section 10.2, and under section 19 of the ESOS Act, MIT must have, and implement, appropriate documented course progress policies and procedures for each course, which must be provided to staff and students.

Procedure for intervention for students at risk of failing to achieve satisfactory 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 must be referred to the Study Skills Program to receive the assistance they require.

Students who are referred or seek assistance from the Study Skills program complete a "Study Skills Centre Application" form. This form is kept on file at the Assessment Collection Centre and an electronic record is added to the Appointment spreadsheet.

The student is assessed by a qualified assessor to determine the level of assistance required and the student is referred either to an appropriate tutor or to a mentor.

Students needing further assistance are referred to their respective Course Coordinator.

Unsatisfactory academic performance means:

- a) Failing 50% or more of credit points in which the student is enrolled in a trimester, or
- b) Failing a unit more than once
- c) Not being able to complete his/her course within the maximum period of study defined by the Academic Board

Consequences of Unsatisfactory academic performance

Unsatisfactory academic performance can result in counselling, conditional enrolment or even exclusion from the course. For international student visa holders MIT shall inform the Secretary of the Department of Education (DE) of its intent to report any student deemed as not meeting course requirements. For details of the Student Academic Progress Policy and Procedure, see: <http://www.mit.edu.au/mit/policies/student-academic-progress-policy-and-procedure>

When is a student deemed as having failed to meet satisfactory course progress?

At the results ratification committee meeting held at the end of each trimester, the results of each student are discussed. Such discussion involves examining the distribution of the results for each subject. Students who failed are identified and their performance is discussed in light of their attendance record, whether they accessed the support programs (study skills and mentor programs) and whether they made any progress when identified as students at risk in the course of trimester.

The results ratification committee identifies students deemed as having failed to meet satisfactory course progress and refers such students to the relevant Course Coordinator for appropriate action.

Procedure for notifying students that they have failed to meet satisfactory progress requirements

On results publication day the respective Head of School advises all students (in writing) deemed not to have met satisfactory course requirements. A letter of warning is issued in the first instance, then a show-cause letter and for students with repeated occurrence of unsatisfactory academic progress, a letter of exclusion from the course. International students excluded from the course will be reported to the Department of Immigration and Border Protection. Students have provisions to appeal the decision both internally and externally. For details, see the Student Academic Progress Policy and Procedure (<http://www.mit.edu.au/mit/policies/student-academic-progress-policy-and-procedure>) and the Academic Appeals Policy and Procedure (<http://www.mit.edu.au/mit/policies/Academic-appeals-policy-procedure>).

EXAMINATION RULES AND REGULATIONS

The date and venue of all exams are specified in the exam timetable. On the examination day candidates are expected to observe the following:

- All bags must be left at the front of the examination room.
- No wallets, pencil cases, glass cases etc. are to be left on your desk. All such personal items brought into the examination room should be placed under your chair. These personal items are not to be accessed once the exam has commenced so please ensure you have all items needed to complete your exam.
- Mobile phones and pagers must be turned off throughout the exam.
- All books or other source of information, whether printed or electronically recorded, including calculators or blank paper must be left at the front of the room, unless such material has been approved in advance by the examiner, and listed under the instructions on the examination paper.
- Students who require a toilet break during the exam, are required to clear all objects on person and are escorted to the toilet block
- Programmable calculators, if approved for this exam, must have the memory cleared prior to the commencement of this exam.
- Summary notes and/or study sheets of any type must be left at the front of the room before the exam commences.
- All candidates must display their student ID cards on their examination table.
- The use of bilingual dictionaries or an English dictionary is only permitted with lecturer's prior approval.
- Candidates cannot have extra time in light of English language proficiency considerations.

STUDENTS ARE REMINDED THAT CHEATING IS REGARDED AS AN ACT OF GRAVE MISCONDUCT FOR WHICH PENALTIES UPTO EXCLUSION FROM THE COURSE APPLY.

Students to Note

Place your student ID card at the top right hand corner of your desk. Write your name and student numbers on all answer booklets before the commencement of the examination. Do not commence to read or write in your booklet until instructed to do so.

You may not leave the room without permission. Remain seated and raise your hand if you require attention.

From the commencement of reading time and for the first 30 minutes or last 15 minutes of the examination period you may not leave your seat.

When you have finished the exam, insert all answer booklets inside one of the booklets.

Stop writing when you are instructed to at the conclusion of the exam and **REMAIN SEATED UNTIL ALL PAPERS HAVE BEEN COLLECTED** and you are told that you may leave the room.

It is your responsibility to ensure that the invigilator receives your examination answer script.

Cheating

Cheating in exams or assignments is a very serious offence and carries harsh penalties. The penalties apply for all MIT programs. See: <http://www.mit.edu.au/mit/policies/Plagiarism-Academic-Misconduct-Policy-Procedure>

MIT STUDENT COMPLAINT POLICY AND PROCEDURES:

Refer to the MIT website at: <http://www.mit.edu.au/mit/policies/student-compliant-policy-procedure>

ENROLMENT

Enrolment means officially becoming a Melbourne Institute of Technology student. Students are required to formally register to take a course at MIT by completing an enrolment form and have their details entered on the Institute's student database every trimester. Enrolments must be in place by official dates. Late enrolments without exceptional circumstances will incur a financial penalty.

All students are required to formally enrol every trimester.

Unit Selection

Enrolment is held at the beginning of each trimester. During enrolment, each student must select the subject/units to be studied. Each student will receive academic advice from MIT academic staff about their choice of units. Please check the pre-requisite units before the enrolment date in order to speed up the unit selection. Once enrolled, students are allowed to attend classes, access computer laboratories and library.

Full Time Studies

Under the Australian immigration law, international students are required to be studying full time. For the purposes of Melbourne Institute of Technology students, "full time" normally means enrolment in four units a trimester, i.e. 100% load.

Only in exceptional circumstances may international students be enrolled in less than 100% of a normal full time load. This must be approved in advance by the Head of School (or the

Head's nominee, e.g., Course Coordinator)

“Exceptional circumstances” include:

- The student is studying English combined with their award study;
- The student is in their final trimester of an award and completing remaining units;
- On the basis of ill health as recommended in writing by a professional medical practitioner; and
- On the basis of advice in writing from an academic staff member, learning support adviser, international student adviser or counselor where a student's long term academic progress is deemed to require a reduced load for either one or two trimesters.

If permitted to do less than four units, the student will be enrolled in all three trimesters in one academic year. Students who fail to do so will be non-compliant with Australian visa regulations and MIT must report this to DIBP. This may result in cancellation of your visa.

Study Plan

On enrolment, each student will receive a Study Plan outlining their course of study and the sequence of units they have selected. The Plan will be monitored every trimester, and may be varied, during the course of their studies, but is intended to ensure their progress through the course meets the academic requirements for them to successfully complete their course, and within the time frame and under the conditions required by their student visa.

Variation of Enrolment/Withdrawal from Units

Withdrawal of a unit is only permitted under exceptional circumstances where special permission is obtained from the Course Coordinator.

An enrolment variation form must be completed for the purpose of amending the student's enrolment to permit study of less than four units each trimester and/or withdraw from/add a unit.

Any variation of enrolment/withdrawal from units will require amendment of the student's Study Plan. When withdrawing from a unit the student must substitute that unit to make the study plan equivalent to full time load unless otherwise specified.

Recognition of Prior Learning (RPL)/Exemption

Melbourne Institute of Technology recognises studies completed previously with recognised educational institutions and encourages students to apply for Recognition of Prior Learning.

If a student wishes to apply for RPL/exemption then they must do so in writing prior to or during the enrolment session. Applications for RPL/exemptions from a student who arrives more than one week after the commencement of a trimester 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 his/her performance in the subject(s) concerned) at the time of applying.

The student's Study Plan will be amended if necessary in light of any RPL/exemptions granted.

If a student receives RPL/exemption for any unit then they will receive a full refund (or credit towards another unit) of any fees paid for the unit concerned.

Deferral or Suspension of Studies - International Students

(Intermission/Leave of Absence)

According to the Australian Government regulations, the ESOS act and the 'National Code of Practice' (Standard 13.2 a & b), MIT can only defer or temporarily suspend the enrolment of the student on the grounds of:

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

MIT will inform the student if by deferring, suspending or cancelling the student's enrolment their visa will be affected.

MIT will advise the Secretary of DE via PRISMS as required under Section 19 of the ESOS Act where the student's enrolment has been deferred, temporarily suspended or cancelled.

If approval for leave is granted, generally the student is required to:

- a) Leave Australia within 28 days;
- b) Remain off shore for the duration of the leave; and
- c) Return no earlier than 28 days prior to the commencement of their next trimester.

On medical or compassionate grounds (e.g., death of a member of the family) –subject to visa requirements, for academic reasons the maximum period of intermission/leave of absence will be one week, provided the student applies by writing in advance and includes written evidence from an independent authority of the basis for their request.

If the student needs to be absent for longer than one week then they must defer their enrolment to a subsequent trimester. Deferral will have visa and fee implications. The student must seek MIT's advice about these implications before taking any action. In the event, where deferral is granted the student may need to reapply again to get student visa.

A short intermission/leave of absence of one week does not affect the student's financial obligations with respect to their course. If the student obtains a short intermission/leave of absence then they are not entitled to any remission of course fees.

If a student defers or suspends their studies on any other grounds and without approval this will be considered as not complying with the student visa conditions and Melbourne Institute of Technology is legally bound to report to DIBP such students as not complying with student visa requirements. This can result in cancellation of the student's visa.

Where deferral occurs, any fee refund will be determined in accordance with the normal refund policy of the Institute. This is calculated from the trimester that the student is deferring from.

Deferral or Suspension of Studies - Domestic Students

(Intermission/Leave of Absence)

As with international students leave is granted on the same grounds for short intermission of one week or less.

Domestic students who are paying fees upfront are bound by the same obligations of overseas students when applying for deferral.

Domestic students who have been approved for FEE-HELP wishing to defer must do so prior to the census date. See table below.

Trimester dates

The following trimester dates have been finalised for 2017.

Trimester	Orientation	Start date	Census date	Completion date
1, 2017	13 th March 2017	20 st March 2017	14 th April 2017	24 th June 2017
2, 2017	10 th July 2017	17 th July 2017	11 th August 2017	21 nd October 2017
3, 2017	6 th November 2017	13 th November 2017	8 th December 2017	24 th February 2018

Domestic students who withdraw after the census date are liable to pay their student contribution amount and the students consume their learning entitlement (SLE) in respect of the units of study from which they withdraw. There are some exceptions to this and students are advised to read the information available on the following web link for further information:

<http://studyassist.gov.au/sites/StudyAssist/mytertiarystudyoptions/pages/my-tertiary-study>

<http://education.gov.au>

Transfer between Registered Providers

According to the Australian Government regulations, the ESOS Act and the 'National Code of Practice' (Standard 7), MIT assesses requests from students for a transfer between registered providers prior to the student completing six months of the principal course of study in accordance with the documented procedures. Please refer to: <http://www.mit.edu.au/mit/policies/MIT-Student-Transfer-Policy-Procedure>

PAYMENT OF FEES AND THE STUDENT'S OBLIGATIONS

Fees

Fees must be paid by the due date prior to the commencement of relevant trimester. Details are posted at the end of the preceding trimester, outlining the important dates of the following trimester, 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.

Unpaid Tuition Fees

Students are required to pay fees prior to the commencement of the trimester. Unless there are exceptional circumstances that are substantiated by written evidence and submitted seven days before the fee due date student will be penalised and may be reported to DIBP.

Refund policy

Every student will have read and signed the MIT's refund policy when applying for a place in a course at MIT. The refund policy is included with the application form. A refund of tuition fees will only be granted in accordance with the Institution's Refund Policy.

For more information on the Refund Policy please refer to the MIT website at <http://www.mit.edu.au/mit/policies/MIT-Enrolment-Refund-Policy>

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 achieve to the best of their ability. For information of any services and/or assistance required all students should report to student services at administration, on level 7, 154 Sussex Street, Sydney , and arrange with the receptionist to speak to the relevant person.

Communication with Students

MIT will engage with you through various channels including email, EDMs, Facebook, telephone, SMS, Academic Management System (AMS) portal, Moodle and face to face interaction.

Privacy and Confidentiality of Information

MIT has policies and procedures for the effective management of student record keeping in addition to privacy and confidentiality policies. Notwithstanding these, MIT may be required to provide information to Commonwealth and State agencies (Department of Education - DE

and Department of Immigration and Border Protection - DIBP) and the Fund Manager of ESOS Assurance Fund.

Contact Details

It is important that MIT has the current residential address and telephone number for every 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 the Student Services Office on level 7.

For International students:

Under Australian law, if a student fails to satisfy course requirements relating to attendance or academic performance - MIT is required to send a notice to the student advising of their progress. This notice will be sent to the student's last known residential address.

If this address is not updated, the student will not be aware that there may have been changes to their visa status which could have been cancelled without the student's knowledge. Such cancellation may not be revoked by DIBP. It is therefore necessary for the student to keep MIT informed of any change of your address.

The student's information is updated in the database within 2 working days. For Overseas students this information is also updated within 7 days of receiving advice of a student's change of address on the Department of Immigration and Border Protection's computer database system. Students should note that under Australian law, information about them might be made available to Commonwealth and State authorities.

Accommodation

MIT can provide assistance finding both short term and long-term accommodation. Students who require assistance with accommodation should see the Student Service Officer at level 7.

Prayer Room

A quiet prayer room has been set-aside for students on Level 3, 154 Sussex Street.

First-aid facilities and services

MIT Sydney provides and maintains first aid kits that are strategically placed throughout the campus premises to minimise the potential severity of an injury.

First aid services are provided by designated First Aid Officers who have successfully completed an accredited first aid training course and have accepted the responsibilities that come with the role.

The sick bay/room is located on level 3.

Common Room

The Common room is located on Level 1, 154 Sussex Street; it is equipped with a microwave and a vending machine.

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, 154 Sussex Street reception for personal problems and Level 7, Academic Counter 154 Sussex Street for academic problems.

Advocacy Support

Our Student Advocacy Support Service is available to all enrolled students and provides free and confidential advice, support and representation to assist students to successfully progress through their program of study at Melbourne Institute of Technology (MIT). Our aim is to work solely in the best interests of the student by either preparing students to enable to represent themselves or by representing their views. For more information please visit <http://www.mit.edu.au/students/student-services/student-support/student-advocacy-support>

Student Visa Extension

Students who need to extend their visa should contact the Student Services Officer on level 7.

Overseas Student Health Cover (OHSC)

It is an Australian Government requirement that all international students take out Overseas Student Health Cover (OSHC). This is a basic medical and hospital insurance scheme and is renewable quarterly, half yearly or yearly. OSHC covers 85% of doctor's consultancy fee and 100% hospital cover. For more information contact the Student Services Officer or visit the BUPA site on www.overseasstudenthealth.com. Students must renew their insurance when it expires to maintain their visa requirements.

Computer Laboratories

MIT has up to date, well-equipped computer laboratories with Internet, email, scanner and printing facilities for student use. Computer laboratories are located at level 2. Please note that these laboratories are to be used strictly for the purpose of learning.

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 and in the laboratories. These rules must be strictly observed.

Wireless Access at MIT Sydney

All MIT students have access to wireless technology. There are "Hot spots" at Level 1, 2, 3, & 4 154 Sussex Street. . All you need to access this service is your laptop that is Wireless enabled. We provide this service to help you with your studies. The service is free of charge.

Photocopying and Printing Facilities

Photocopying and Printing Facilities are available. All students studying at MIT use their Student ID card to access the photocopying and printing facilities. A coin machine is provided at the IT Help Desk at level 2 154 Sussex Street for students to top up their student ID cards.

Students are charged 5 cents for each page for B/W copying and 10 cents for each page of printing. 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.

LIBRARY

MIT Library aims to provide a learning environment enabling and supporting the study and research needs of students and staff. The library collection is an integration of various resources and formats which support learning, from the traditional lending of resources (books, DVDs, journals, etc.) to the access of online resources.

Collections

- The general collection consists of all required textbooks along with additional references recommended for each subject taught at MIT campus.
- The Counter Reserve collection ensures that 100% of the core texts are available to MIT students. This collection is restricted and can only be used in the library. Students may borrow these items for a period of 2 hours.
- MIT journal print collection is enhanced by the Library's full-text electronic journals. Print periodicals include academic journals and trade publication include such titles as The Economist, Harvard Business Review and Accounting and Finance.
- The library subscribes to two daily Australian newspapers for reading within the MIT Library.
- There is a small collection of English Language materials which include dictionaries and grammar texts, writing and reading comprehension materials.

Electronic Databases

Currently the MIT Library provides our students with access to various datasets that support our collections via our website. These include:

- Academic Search Complete (multidisciplinary database)
- Applied Science & Technology Source
- Business Source Complete
- Emerald Accounting, Finance & eJournal Collection
- Emerald Marketing eJournal Collection
- IBIS World
- IEEE Xplore – STEM 45 Journals
- Safari Online Tech Books

Other Collections Available to MIT Students

MIT students

- as 'walk-in' patrons have access to some of the collections of the State Library of NSW; University & TAFE Colleges
- can join the State Library of NSW or their local Public Library and have full access to the resources of those libraries.

Opening Hours

The Library is open Monday to Friday between 9.00 a.m. – 5 p.m. Opening hours can vary occasionally, so please refer to the library webpage and display screens around campus.

Quiet Zone

Quiet conversation is permitted in the Library. Mobile usage to be kept to a minimum.

Borrowing limits

All Students are allowed to check out all circulating library materials (books, journal, DVDs) for seven (7) days with a limit of seven (7) items.

Renewals

Library materials can be renewed after the initial seven-day provided the item is not requested by another user and there are no blocks on your library account

Students can renew materials:

1. Online – Signing into the Library's online system and managing their account.
2. In-person on Level 3
 - Using the Self Service Kiosk
 - At the Service desk
3. Emailing library.syd@mit.edu.au by including:
 - MIT ID
 - Name
 - Title of items you wish to renew

Holds (Reservations)

Holds can be made on high-demand materials to ensure equitable access for all students. Your request may not be processed successfully if your borrowing privileges have been suspended for some reason (e.g. you are no longer enrolled, you have an overdue item or you have fines on your library record which prevent you from borrowing).

Holds may be done through the Library's online system and accessing the student's account.

When a requested item becomes available for you to borrow, you will receive a notice that the library is holding it for you. You have three (3) days to collect the item. If the hold is not collected within the three (3) days, the hold expires.

Online Library Access

The first time you access the Library's online system you will need to create your own PIN. The system will send a link good for 24 hours to your preferred email to assist with initial setup. This same process can also be used to reset your password.

Fines and Charges

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.

Library fines apply for overdue items and must be paid in full on request. The charge for items not returned or renewed by the due date is \$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. A student becomes ineligible (i.e. denied borrowing privileges) when s/he has a library fine of \$10.00 or more.

Any student with an outstanding fine that has not been paid in full by the end of each trimester will have their IT account suspended until the debt has been paid. All outstanding fines must be paid prior to enrolment or collection of completion letter and final transcript.

Long overdue items

All Library users are responsible for the material they borrow. The Library may declare an item lost if the item is not returned 28 days after the due date. Should an item be lost, long overdue, or damaged, the borrower is required to replace the item at the current market price and a processing fee. If said item is not available for purchase, a similar item will be found.

Email Overdue Notices

As a courtesy service, the Library sends a reminder notice to students via email one (1) day prior to the due date of an item and again one (1) day after the item due date.

All notices and communications from the library will be forwarded to the students' preferred email address nominated by the student at the time of enrolment. The responsibility for maintaining an accurate preferred email address, checking email and returning or renewing material by the due date rests with the student.

Copyright

Copyright is a form of intellectual property that protects a person's creative skills and labour. In Australia, copyright law is governed by the Copyright Act 1968 and the Act is amended from time to time to keep the law up to date. Material protected by copyright includes but is not limited to:

- Literary works such as books, journal articles, novels, reports;
- Computer programs;
- Compilations such as databases;
- Sound recordings such as recordings of music or words;
- Cinematograph films such as feature films, television programs and commercials and
- Artistic works such as photographs, maps, plans and paintings.

All students conducting their own research can rely on provisions in the Australian Copyright Act 1968 called "Fair Dealing for the purposes of research or study" meaning that you can copy the following:

- one article from a periodical publication (e.g.: journal) or more than one article from the same issue if they relate to the "same research or course of study";
- one chapter (or 10% of the pages) of a literary, dramatic or musical work (e.g.: book, play or sheet music);
- 10% of the number of other types of works and subject matter, such as audio-visual material, for study purposes (e.g.: clips from films)
- one chapter or 10% of the number of words of a work published electronically

Fair dealing for research or study allows you to make use of a copyright work for your assessment. It will not cover you if you intend to publish or communicate the work to the public (e.g.: put it on a website).

**** DO NOT PHOTOCOPY WHOLE TEXTBOOKS ****

For more information, visit the Australian Copyright Council website at: www.copyright.org.au

SECTION - B

A GUIDE TO EFFECTIVE STUDY

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 Edn. published by Pearson in 1999). This book emphasizes 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:

- 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

MIT regards assessment as central to your learning experience. 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.

Refer to MIT assessment policy at: <http://www.mit.edu.au/about-mit/institute-publications/policies-procedures-and-guidelines/assessment-policy>

Assessment will help you to:

- Improve your learning;
- Diagnose your strengths and weaknesses; and
- 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; and
- 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 trimester we recommend that for each subject you undertake approximately:

- A minimum of five – six hours per week of independent study for each subject; see the Unit Descriptions for the number of hours of self-study expected in a unit.
- 20-30 hours for assignment preparation; and
- 15 hours for examination preparation.

Assessment Structure

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

Assessment Criteria

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

- Address the main focus of the assessment;
- Demonstrate an understanding of the concepts developed in the unit and their practical application;
- Structure an assessment logically, showing clarity of thought; and
- 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.

Assessment Techniques

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 that 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 unit descriptions, 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 and due dates. Lecturers will disregard that part of an answer that exceeds the word limit and assignments 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).

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 working 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 Institute 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.

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:

Terms	Definitions
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
Criticize	Point out the weak and strong points
Define	Give exact meaning or state terms of reference
Describe	Give an account of, put in your own words
Discuss	Present the different reasons for and against the question
Enumerate	List, itemize and number
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 do. Look at the learning objectives for your unit - what is the unit aimed at? 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.

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; and
- 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 (refer to page 16 of this Hand Book); and
- 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. Below we have developed some guidelines, which 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; and
- 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:

1. 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.
2. 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.
3. 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; and
 - 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.

Show all workings and calculations within the body of your assignment. It is important to spell check your assignment, and where possible read through one more time 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 unit 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.

Markers to 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; and
- 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.

1. 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.
2. Use the Help pages available on every search tool to learn how to get the best results with the particular features available.
3. 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 Leadership Today use that phrase rather than Leadership, which will retrieve irrelevant hits along with the relevant ones. Putting the phrase in quotation marks (e.g. 'Leadership Today') will give you even more relevant results.
4. 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.
5. 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.
6. Focus on the task at hand. Don't let hyperlinks lead you astray from the purpose of your search.
7. 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.

8. Learn how to cite Internet resources correctly (refer to page 16).

9. 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.

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; and
- 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; and
- Page number or numbers, if applicable.

Here are some examples:

Carew, Edna 1991, *Fast Money 3: The Financial Markets in Australia*, Allen & Unwin, Australia, p. 39.

Adams, Phil 1987, '*Black and white and read no more?*' Weekend

Australian Magazine, 7-8 Feb., p. 2.

The Australian Concise Oxford Dictionary 1992, 2nd edn, 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; and
- Page number or numbers.

Here are some examples:

Gershefski, G. 1969, '*Building a Corporate Financial Model*', Harvard Business Review, (title of series if applicable in roman), New York, vol. 47, no. 4, pp. 61-72.

Gillespie, N. C., Lewis, R.J., & Shields, W. J. 1986, '*Mad Cow Disease*', Medical Journal of Australia, vol. 145, no. 11-12, pp. 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 Traveling 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); and

- Date accessed, if necessary.

Here is an example:

Smith, J (1996) Time to go home. Journal of Hyperactivity [Internet], 12th October, 6(4), pp. 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); and
- 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; and
- Availability statement (e-mail list address, date accessed).

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]

IMPROVING YOUR PERFORMANCE IN EXAMINATIONS

What to study

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

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, and your study notes?

This information is provided in the unit outlines of each subject.

Fourthly, 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 budget 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 very stressed about the examination will not necessarily mean you will do very well. A bit of stress can get you motivated; a lot of stress can be too much.

A GUIDE TO WORKING IN GROUPS

A quick Guide for students #1

Students are increasingly asked to work in groups or to collaborate on projects. However many students, especially those from some 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

1. Groups work best if people know each others' 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.
2. 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.
3. 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.
4. 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.

Organising the Work

1. 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.
2. 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

1. 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.
2. At the beginning of each meeting, decide what you expect to have accomplished by the end of the meeting.
3. 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).
4. 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.
5. What leadership structure does the group want, e.g., one designated leader? rotating leaders? separately assigned role?
6. Are any more ground rules needed, such as starting meetings on time, kinds of interruptions allowed, and so forth?

7. 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?
8. Are all members accomplishing the work expected of them? Is there anything group members can do to help those experiencing difficulty?
9. Are there disagreements or difficulties within the group that need to be addressed? (Is someone dominating? Is someone left out?)
10. Is outside help needed to solve any problems?
11. Is everyone enjoying the work?

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A quick guide for Students #2

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 - 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 organize 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.

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A quick guide for Students #3

Group Leadership

The leader is responsible for seeing that the work is organized so that it will get done. 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 to 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 participate otherwise 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 acknowledged. Everyone realizes that the job could not be done without the cooperation and contribution of everyone else.

Differences are dealt with directly with the 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, that person will follow through on it with 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.

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A quick guide for Students #4

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

Categorizing 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 others' 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 pluses 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 going that way?

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.

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A quick guide for Students #5

How People Function in Groups:

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. They cooperate and human relationships are respected. This may happen automatically or individuals, at different times, can make it their job to maintain the atmosphere and human aspects of the group.

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, and 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?)

Summarizing - 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 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, are useful. 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 the group into an energetic, productive enterprise. 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.

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A quick guide for Students #6

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 there is something 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 go on?

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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SECTION - C

This area covers further information that students should use to help them settle into a comfortable stay in Sydney and at MIT.

Study Skills Unit

Melbourne Institute of Technology have a unit running through the Language Centre designed to help students with their study skills. It will be beneficial to all students. This unit's function is to assist all students excel at their studies and help them achieve better results.

Areas covered are:

- Referencing
- Grammar
- Paraphrasing/plagiarism
- Time management
- Assignment structure
- Exam preparation
- Oral presentations
- Research skills
- Essay writing
- Report writing
- And other areas requiring assistance.

Students wanting to take part in the programme must speak to staff on level 7 who will assist in arranging an appropriate time to meet the staff. Referrals may also be arranged by academic staff.

Support for students requiring Mentor assistance on the request of the Lecturer, Course Coordinator or student counsellor will be arranged through the staff in level 7.

Renting

Some students like to find accommodation on their own and share a place to stay with friends. Following are some examples and hints on how to do this.

Handy Hints for students wanting to rent:

If you wish to rent and share with other students it is always wise to set 'House Rules'

This will ensure that the person you are about to share lodging with has the same idea as you about where and how you want to live.

1. When sharing lodgings with other students it is best to make house rules before you go into an agreement/contract with them.
2. It is important to know some personal things about the person you are about to share lodgings with as this will eliminate any unwanted surprises.
3. See if you share common interests
4. Ensure that all parties agree to the same lifestyle
5. Discuss any issues regarding lifestyle before entering an agreement
6. Allow for hidden costs when budgeting. It is not enough to account for the rental amount only.
 - Food
 - Electricity/gas costs
 - Replacement of utensils/electrical items (when they break)
 - Incidental costs such as individual costs like clothing

Rental Advice

Before you make any decisions, make sure you are aware of the legal responsibilities and requirements that accompany living in a rental property.

The Tenants NSW provides advice, assistance and advocacy for tenants of private and public residential properties and residents of rooming houses and caravan parks in NSW, Australia. For more information on understanding the rights and responsibilities of tenants and residents here in NSW, please visit Tenants NSW on <http://www.tenants.org.au> /or contact MIT Student Services Department.

Accommodation

MIT offers two types of accommodation for students: (Both off campus)

Students requesting accommodation are given a form which must be completed and returned as soon as possible. This form is generally sent either overseas or interstate prior to the student's arrival but these arrangements can be requested at any time, including after arrival. Please note the charges for this service will be applicable if you decide to utilise the service.

The minimum notice required for accommodation and airport pick up is one week prior to the student's arrival, if arriving from overseas or from interstate. These services can be arranged even after the student arrives if required but, please note however, that if you have not pre arranged the accommodation, you may not get the best option.

MIT Student Services aim to assist students in any way possible regarding their accommodation and students should seek assistance any time that they are unsure of the steps they should take. (see sample form following)

Homestay accommodation

We have a number of homestay hosts to suit most student requirements. Whether it be special dietary or religious requirements or worried about pets, MIT will do everything possible to ensure that a host is found to suit the individual needs of every student.

If a student wants to utilise this service it is recommended that they contact the Student Services Officer and discuss the options available.

Shared accommodation online

Many students want to share accommodation but have no contacts below is a few web addresses that may assist.

- www.housemates.com.au
- www.gumtree.com.au
- <https://flatmates.com.au>

Please note that MIT encourages all students to contact the MIT Student Services Department prior to signing any agreement with any persons that they do not know personally for further advice.

Students are advised to speak to Administration on Level 7 if they are still having problems with accommodation.