



**MELBOURNE INSTITUTE  
OF HIGHER EDUCATION**

# STUDENT HANDBOOK [DOMESTIC]



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# Welcome to Melbourne Institute of Higher Education (MIHE)

## ABOUT MIHE

The MIHE campus is located in a suburban area where extraordinary things happen: our brightest and most talented minds gather to engage in meaningful dialogue, challenge the ordinary, and explore solutions to real-life challenges for tomorrow leaders. MIHE offers a Bachelor of Business degree program. Our innovative approach to learning ensures that our students are prepared to contribute positively to the future labour market. To create a diverse, inclusive community that values collaboration and open dialogue, we strive to create a culture of diversity and inclusion. Providing comprehensive learning opportunities to our students is one of our primary goals. The faculty at our institutions is composed of leading experts in the field. As a result of MIHE's faculty's extensive experience and individual attention, each student receives individualised guidance from their lecturers.

### VISION

“Providing quality higher education through engaged staff, students, graduates, alumni and our broader community”.

### VALUES

“MIHE will strive towards its vision through its values (quality, intellectual freedom, and respect) to achieve its strategic objectives.”

**Quality:** We strive for quality in everything we do. This means striving for excellence and the highest standards for the benefit of staff, students, graduates, alumni and the broader community.

**Intellectual freedom:** Creativity, new ideas and independent thinking from our staff and students is fostered, encouraged and supported. An environment of intellectual freedom and creativity will allow staff and students to be innovative and open to creating and taking advantage of opportunities in a fast-paced changing world.

**Respect:** We expect respect amongst our staff and students and promote diversity where collaboration and inclusion are fostered, encouraged and celebrated.

## WHY MIHE?

MIHE is proud to be different in the following four ways:

1) the Bachelor of Business course design and Marketing major; 2) focused attention of teaching staff to students' learning needs; 3) Price; and 4) Campus location.

### 1. Bachelor of Business (Marketing) Course design and Marketing major

The Bachelor of Business course has been designed with significant industry and expert academic engagement to ensure that it is fit-for-purpose and addresses the needs and contemporary issues that graduates face in a changing global marketplace. The Bachelor of Business course provides students with a Marketing major. Marketing can be applied to every industry domain be it service, manufacturing, private industry, government or the not-for-profit sector. Numerous career opportunities in fields such as communications, marketing research, branding, sales, retailing, customer service and logistics are available to graduates. The Marketing major integrates theory, practical skills and industry-based project units to create job ready graduates. Based on reports from Australian Department of Jobs and Small Business and The Quality Indicators for Learning and Teaching (QILT) there will be a steady increase in marketing-related employment in the next five years.

**I like to fly high, I want to achieve my dreams, the only way to get to the top is through persistence.**

**I believe persistence is the key to achieve your dreams. A river cuts through rock, not because of its power because of his persistence**

Jim Watkins

### 2. Focused attention of teaching staff to students' learning needs

Student and staff number forecasts are designed to ensure an optimum student to staff ratio, ensuring staff are able to allocate significant time and attention to all students. This is accomplished by ensuring classed sizes are small, which will assist student learning and retention.

### 3. Price

The Bachelor of Business (Marketing) at MIHE provides value for money for students as they will receive quality education delivered face-to-face with small student numbers in the classroom allowing for teaching staff to provide more focused one-on-one time with each student, resulting in greater attentiveness to their learning needs.

The fees from peer providers have been benchmarked and MIHE's fees are competitive

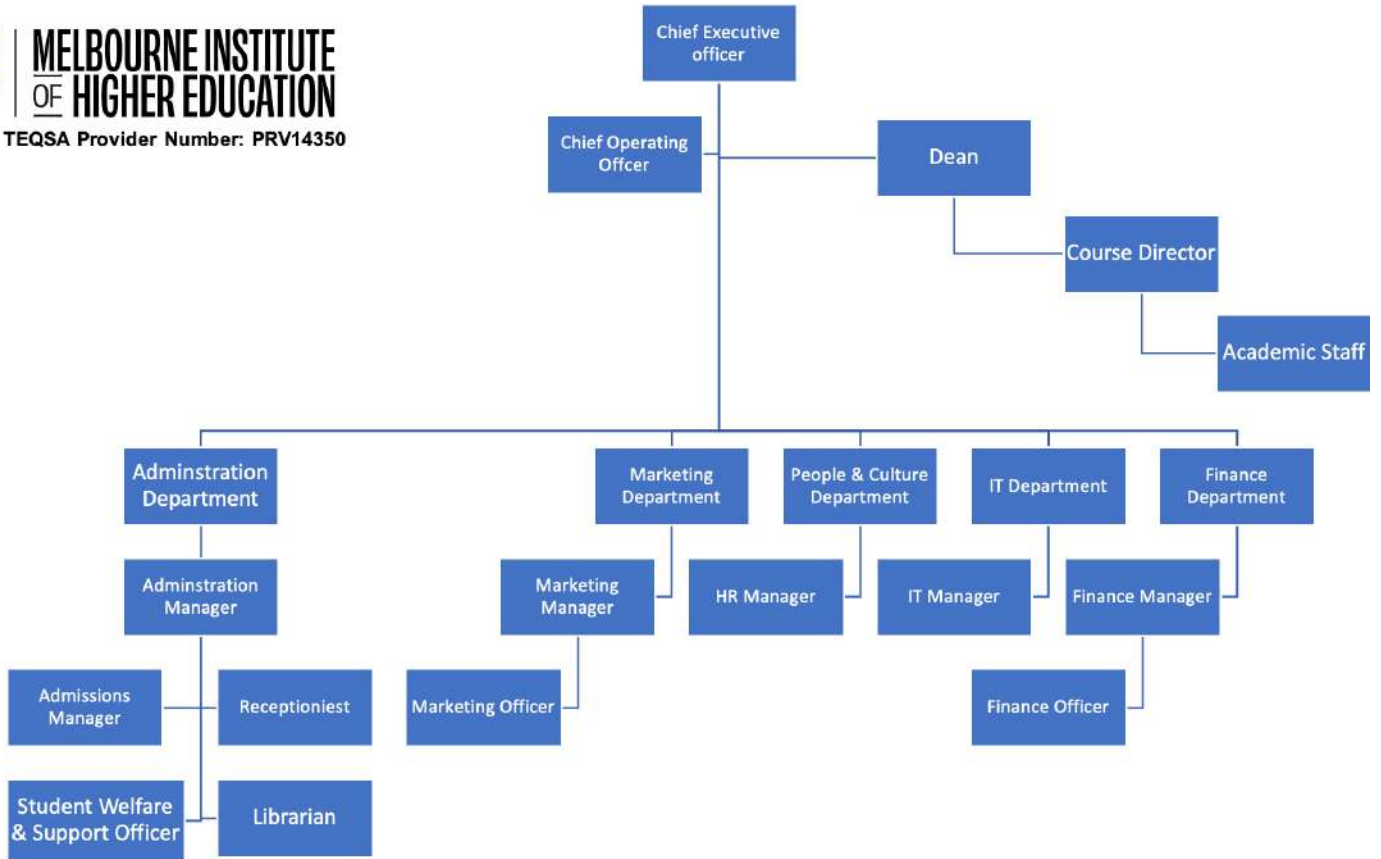
in comparison to its peers. For domestic students the fee for the three-year course is \$43,200 and \$49,200 for international students.

#### 4. Campus Location

MIHE's campus is at 150 High Street Preston. This provides convenience for both students and staff in terms of access to public transportation to attend MIHE campus. The campus also offers students and staff with access to a variety of community facilities and the vibrancy associated with being located in Preston.

- Large space fit-for-purpose - over 800 square meters of space over two levels
- Disability access (ramp)
- Nine private car park spaces
- Close to public transport and amenities

**MIHE STAFF AND LEADERSHIP  
ORGANISATION CHART**





## GOVERNANCE AND LEADERSHIP TEAM

The diagram below summaries the key Governance Boards and Advisory Committees established, and their relationships and membership to ensure the MIHE maintains appropriate corporate and academic governance.

Board of Directors	Academic Board	Course Advisory Committee	Learning and Teaching Committee	Leadership and Academic
Dr Michelle Lac Chair	Dr Suzanne Zyngier Chair	Mr Alex Makin Chair	Professor John Hall Chair and Dean	Tauseef, Muhammad  Chief Executive Officer
Dr Suzanne Zyngier Member	Dr Susan Lambert Deputy Chair	Dr Mahfuz Ashraf Member	Dr Michael Baron Deputy Chair	Mr Waleed Sabir  Chief Operating Officer
Dr Ann Moir- Busy Deputy Chair	Professor Elisabeth Wilson-Evered Member	Mr Paco Albie Member	Ananda Wickramasinghe Member	Professor John Hall  Dean
	Professor Robin Kramar Member	Mr Robert Sumsion Member	Dr Isra Sarfraz Member	Dr Mariah Nakintu  Course Coordinator
	Professor Julian Teicher Member	Ms Angela An Member	Ms Aimee HuangFu Member	Ms Aimee HuangFu  Administration Manager
	Professor John Hall Member	Professor Dharmendra Sharma Member	Dr Afrooz Purarjomand Member	
		Associate Professor William Yeoh Member	Dr Mariah Nakintu Member	
		Dr Sunny Vinnakota Member		
		Mrs Shaneen Argall Member		
		Mr James Harris Member		

## MIHE COURSES

### BACHELOR OF BUSINESS (MARKETING)

The Bachelor of Business course has been designed with significant industry and expert academic engagement to ensure that it is fit-for-purpose and addresses the needs and contemporary issues that graduates face in a changing global marketplace.

The Bachelor of Business course provides students with a Marketing major. Marketing can be applied to every industry domain be it service, manufacturing, private industry, government or the not for profit sector. Numerous career opportunities in fields such as communications, marketing research, branding, sales, retailing, customer service and logistics are available to graduates. The Marketing major integrates theory, practical skills and industry-based project units to create job ready graduates. Based on reports from Australian Department of Jobs and Small Business and The Quality Indicators for Learning and Teaching (QILT) there will be a steady increase in marketing-related employment in the next five years.

### GRADUATE OUTCOMES

1. In possession of fundamental skills, discipline knowledge and broad knowledge that is conducive to lifelong learning.
2. Effective communicators in professional and Business environments.
3. Technologically competent in their field.
4. Innovative and critical in applying their knowledge and skills in their field.
5. Capable of creative thinking to solve problems.
6. Global citizens with integrity who are ethically, environmentally and socially aware.
7. Able to lead and work with others.

### COURSE LEARNING OUTCOMES (CLOS)

CLO 1 Be able to identify and appropriately apply disciplinary and interdisciplinary theory and practice to a range of Business situations.

CLO 2 Be competent at applying relevant technologies to extract and communicate information to solve Business problems.

CLO 3 Be critical and innovative on the use of Marketing theory in commonly found Business situation.

CLO 4 Be able to communicate discipline knowledge appropriately to others.

CLO 5 To demonstrate the capacity to work effectively as part of a team and display effective interpersonal communication skills.

CLO 6 Be able to solve problems using judgment drawn from analyses using methods, models and tools that are appropriate to solving Marketing problems.

CLO 7 Bring cultural, ethical, social and environmental values into consideration in their everyday business practice.

## COURSE DETAILS

An overview of the course details associated with the proposed degree is provided in table below.

Year of Introduction	2023	
Teaching Period and Delivery Mode.  Checked boxes indicate teaching periods in which students can commence the Course.	Trimester 1	<b>Domestic</b>
	On Campus Full time	<input checked="" type="checkbox"/>
	On Campus Part time	<input checked="" type="checkbox"/>
	Trimester 2	
	On Campus Full time	<input checked="" type="checkbox"/>
	On Campus Part time	<input checked="" type="checkbox"/>
	Trimester 3	
	On Campus Full time	<input checked="" type="checkbox"/>
	On Campus Part time	<input checked="" type="checkbox"/>
Student Funding Basis	Commonwealth Supported Place	<input type="checkbox"/>
	Full-Fee Domestic	<input checked="" type="checkbox"/>
Delivery location	Melbourne, Victoria	

## COURSE RULE AND STRUCTURE

The Bachelor of Business (Marketing) can be completed on a full-time or part-time basis with the standard full-time duration of the course being three years; with a maximum of 9 years available to complete the degree.

The Course consists of 12 Business Core units, 8 Marketing Major Units and 4 elective units.

Students must satisfactorily complete 24 units. All units have a 10-credit point weighting. A maximum of 10 Level 1 units may be included in the course of study. A minimum of 5 level 3 units must be included in the course of study. The core plus the major covers all of the 100 and 300 level requirements – i.e. does not matter what electives students choose they will meet this rule the units are designed to be taken in the following sequence shown in Table below. The program is designed in a manner that allows students to begin in any trimester in a particular year.

### LIST OF UNITS AND PRE-REQUISITE

Unit code	Unit Name	Prerequisite
MKT101	Marketing Fundamentals	Nil
MGT101	Management Fundamentals	Nil
ACC101	Introduction to Accounting	Nil
ECO101	Business Economics	Nil
BUS101	Business Communications	Nil
MGT120	Project Management 1	Nil
BUS120	Understanding, Analysing and Interpreting Information	Nil
BUS130	Technology for Business	Nil
LAW201	Introduction to Business Law	Nil
FIN201	Fundamentals of Finance	ACC101
BUS310	Data analytics	BUS120 and MKT220
BUS390	Capstone Project	Completed 16 units
MKT110	Consumer Behaviour	Nil
MKT210	Advertising, Digital Marketing and Social Media	MKT101
MKT220	Business Research Methods and Insights	MKT101
MKT230	Services Marketing	MKT101
MKT240	International Marketing	MKT101
MKT350	Sales and Negotiation	Any level 2 Marketing Unit
MKT380	Branding	Any level 2 Marketing Unit
MKT390	Strategic Marketing	Completed 16 units
MGT210	Managing Innovation and Digital Transformation	MGT101
MGT220	Project Management II: Project Risk Management	MGT120
MGT230	Managing Organisations and Change	MGT101
MGT320	Project Management III: Managing Innovative Projects	MGT220
MKT250	Distribution Management	MKT101

## ADMISSION AND ARTICULATION

### PROPOSED GUARANTEED ENTRY THRESHOLDS

The table below outlines the guaranteed entry thresholds for the Bachelor of Business (Marketing) course.

#### Guaranteed Entry Thresholds

ATAR	=> 60
GPA	=> 3.5 out of 7
STAT	=> 120

MIHE's Equity, Diversity and Aboriginal and Torres Strait Islander Peoples Framework and Policy requires special consideration to be given to applicants from under-represented or disadvantaged backgrounds including Aboriginal and Torres Strait Islander Peoples (ATSI) applicants. Academic Board (or the Dean referring to the Admissions and Enrolment Policy and Procedure) may determine alternative admission pathways which may include, but are not limited to, special entry schemes that address perceived disadvantage such as applicants with physical disabilities, applicants from geographically isolated areas, applicants from economically disadvantaged backgrounds and Aboriginal or Torres Strait Islander Peoples applicants.

### ARTICULATION PATHWAYS

Satisfactory completion of the following Courses from any Australian Registered Training Organisation or equivalent overseas qualifications will attract the credits as per Table below.

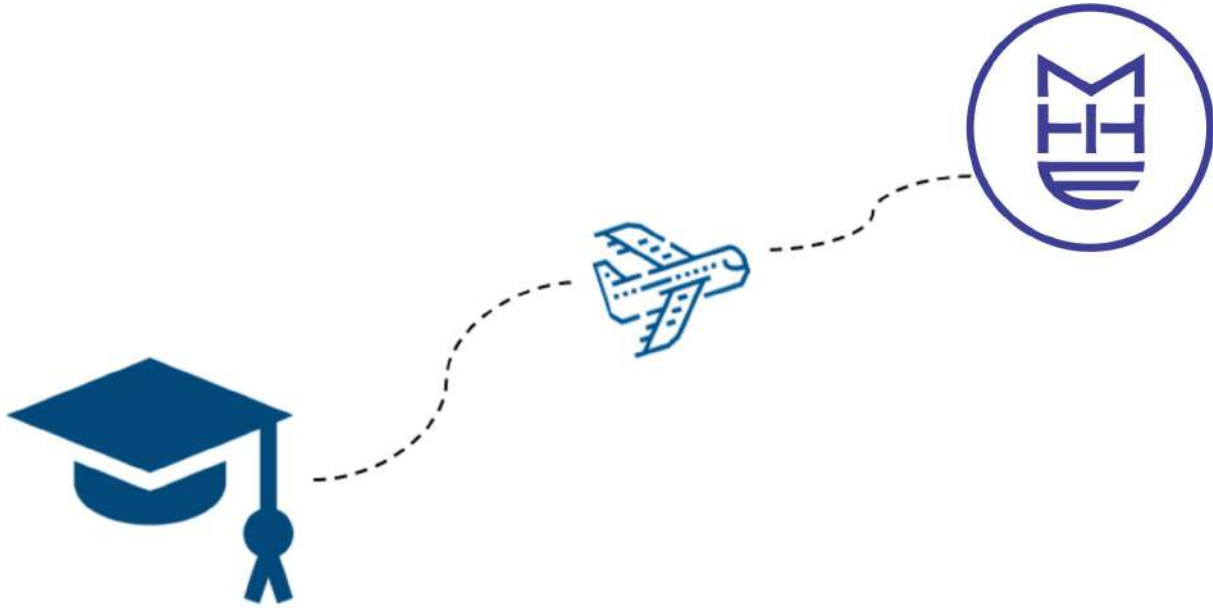
Course of study to which articulation and/or credit arrangements apply:		
<i>Name of Course</i>	<i>Maximum of</i>	<i>Articulation and/or credit transfer</i>
Diploma of Business	80 credit points (8 units)	Yes
Advanced Diploma of Business	120 credit points (12 units)	Yes

Details of units for which credit will be granted will be determined on a case-by-case basis depending on the units of competency completed.

The Credit and Recognition of Prior Learning (RPL) Policy and Procedure outlines the approach and guidelines used by MIHE to grant students credit and recognition for their previous learning experiences while maintaining MIHE's expectations of student achievement and the integrity of the program.

EXIT PATHWAYS

No exit pathways have been established for this course.



## ORIENTATION

The regulatory standards for Higher Education for domestic students stipulate that it is the obligation of education service providers to ensure that new students are systematically and adequately informed about the courses and context of their studies. MIHE's orientation program to facilitate the commencing year for new international students commencing a course of study at MIHE, includes familiarising them with campus life and providing them relevant information about studying at MIHE, such as various transition support services.

Orientation is imperative for all students in achieving their learning goals and satisfactory progress towards meeting the learning outcomes of their programs. Therefore, it is compulsory for all international students to organise their travel to ensure they are on campus for orientation.

### ORIENTATION WEEK

Orientation activities must be geared towards assisting all students to become engaged and motivated members of the MIHE community. To this end, the procedures for orientation are designed to enable students to become connected and settled in campus life.

Orientation week will take place over the course of the first week of the trimester. Beyond this, certain types of orientation activities may continue for longer periods as required, and some may event continue throughout the trimester.

Orientation will consist of a set of coordinated activities that help students become academically and socially ready for student life. These activities will provide social, academic and virtual connections for students, as well as necessary information on services available to them at the MIHE.

Orientation is a structured program of activities that addresses the following important topics for all students:

- MIHE student emails account, log-in details, address and phone number in Australia
- Campus facilities, support services and resources available
- Enrolment information, academic progress requirements, policies and processes
- Deferring, suspending or cancelling enrolment by student or by MIHE
- Library rules, assessment requirements, academic integrity policies and processes
- Student clubs and social activities
- Safety information, counselling and personal wellbeing services
- Any specific areas that differ domestic students that require their attention.

Orientation activities will take into account the diversity present on campus and activities will be chosen with this diversity in mind. In particular, members of certain groups and communities, such as Aboriginal and Torres Strait Islander people, those with disabilities, and any others who may belong to a disadvantaged or disenfranchised group, will be accommodated throughout orientation.

International students are recommended to arrive at least one week before Orientation Week to enable them to fully participate in orientation activities. All newly enrolled students are required to participate in orientation activities, regardless of their course of study. Attendance at Orientation Week will be recorded.

Orientation activities must be designed to occur before academic activities commence and must not clash with any classes or formal teaching.

Any students intending to arrive late such that they may miss Orientation Week must inform the Administration Manager ahead of time and seek permission to do so. Permission to miss Orientation Week will only be granted to those students having compelling circumstances.

Students that miss Orientation Week will have an orientation session organised (covering all the key items raised during Orientation Week) either on a one-on-one or group basis (if there is more than one student that have missed Orientation Week).

Orientation activities may differ from trimester to trimester and may be changed in accordance with new guidelines or policies, as well as with feedback provided by students and staff. However, the following types of activities will remain:

- Introduction to students about studying at MIHE and give them an opportunity to meet current students
- Introduction to key academic, administrative, and support staff
- Introduction to MIHE's online information and learning portals and MIHE's website
- Information on important MIHE policies, including those on ethical issues, prevention of bullying and harassment, academic integrity and misconduct policies and procedures, and information on academic resources
- Information on all types of support provided by MIHE including Student Welfare and Support Officer, student groups or networks, English language support services, mentoring services, counselling and pastoral care, mental health services, first aid, and other medical services
- Introduction to the MIHE's emergency protocols, including information on emergency numbers and details on how to proceed in the event of a major incident



- Details on MIHE's information technology policies, as well as details on online facilities available to students upon joining.
- A tour of the campus and all its facilities, all student resources and campus surroundings

Certain orientation activities will also be provided on MIHE's website for students to access at any time. It is recommended that students spend some time perusing this information prior to Orientation Week. All Students will be provided with a Student Handbook which includes key information covered during orientation.

The orientation program is highly interactive and informative program and it will allow as many new students to participate as possible. It will include welcoming, informative, social and academic activities including:

- **Registration:** On arrival students will be taken to the Foyer for Registration. Students must present relevant forms of identification such as drivers license (for domestic students) or their passport and visa (for international students) to register their attendance. Students will be provided an Orientation Welcome Pack containing a combination of formal documents (such as MIHE Student Handbook and Forms) and informal information such as Victoria Transport System information and maps regarding trains, trams and buses accessible within walking distance of the Campus.
- **Photo ID:** Students will then be directed to the photo booth. Photos to be taken and Student ID Cards will be made. Students will receive their Student ID Card immediately.
- **Welcome Session:** The Dean will then hold a session welcoming student to MIHE. The Dean will also introduce key MIHE staff associated with academic leadership and administration of commencing students such as the Course Director, Librarian, Administration Manager, Administration Officer, Student Welfare and Support Officer and relevant teaching staff.
- **Services available to students:** Following the Welcome Session, the Student Welfare and Support Officer will further inform students about campus facilities, support services and resources available such as academic skills support, library services, computer lab, counselling and personal wellbeing services that is available to them.
- **Introduction to Computers:** The Administration Officer will conduct this

session. In this session, they will verify/update student files with current address and phone numbers in Australia. The Administration Officer will create MIHE student emails accounts and provide students their log-in details. Students must be advised that all official communication from MIHE regarding the student's academic progress will be sent to the student's MIHE email account. In this session, students will be introduced to the Moodle and information available on the MIHE website. Students will also be reminded that they need to have access to computers outside of MIHE campus opening hours so that they can continue their studies outside of MIHE campus opening hours.

- **Course Details:** Students will be addressed by the Course Director about course information, academic integrity requirements, academic progress requirements, policies and processes. The Course Director will inform students about deferring, suspending or cancelling enrolments by students or by MIHE. This session must include information on exclusion from the course and cancellation of enrolment.
- **Students must be advised that MIHE** can cancel or suspend enrolment for misbehaviour which includes non-payment of fees and cancel enrolment for not meeting academic progress rules. In this session students will be provided information on academic integrity and academic misconduct to ensure that they are fully aware of their responsibilities and consequences. The number of units, timetable and attendance requirements will also be discussed in this session.
- **Student Representatives:** Student representatives from existing students will participate actively in the Orientation. In this session, Student Representatives will discuss student clubs and social activities and life as a MIHE student. In this session students will be given opportunities to interact and engage with other students.

In addition to the above, the Student Welfare and Support Officer will hold a specific session with students.

## FACILITIES AT MIHE

### CLASSROOMS APPROPRIATE FOR FACE-TO-FACE TEACHING AND CLASSES

Three types of classrooms are provided at the MIHE campus:

- Lecture Rooms: Chair with tablet arm
- Tutorial Rooms: Desk and chair
- Computer Labs: Desk, computer chair and desktop computer.

Classrooms include whiteboards and comply with 9B regulations regarding floor space per person and fresh airflow.

### CLASSROOMS EQUIPPED WITH RELEVANT ICT INFRASTRUCTURE

- All classrooms are equipped with overhead projectors and in-built ceiling audio speakers to facilitate the use of multimedia within the learning experience.
- Computer labs include desktop computers at each workstation.
- All classrooms include a 'front of house' desktop computer connected to the projector and audio system.
- Wi-Fi is available in all classrooms.

### LIBRARY

Library Resources include:

- Unit Textbooks
- Reference Books
- Digital/Online Subscriptions
- Computer Workstations
- Printing/Scanning/Copier Facilities
- Group and Individual Workspaces
- Self-Service Library Loan Facility

### STUDENT BREAKOUT AREA

The student breakout area offers students an inviting space in which to congregate outside of class time.

The facility includes drinking water and basic kitchen amenities including fridges and microwaves.

Vending machines for food and beverages are also located on the campus. Refer Campus Floor Plan for details.

### **Male and Female Toilets**

Male and female toilets are available and built-in compliance with 9B building requirements regarding occupancy levels and service provision.

### **Learning Management System**

MIHE utilises the Moodle Learning Management System. This System is the primary platform for the provision of Teaching and Learning materials for MIHE students and includes links to online subscriptions, digital libraries, learning support software i.e. Turnitin and Academic Learning Support resources.

### **Digital Subscriptions for Textbooks and other learning materials**

Staff and Students have access to a variety of online subscriptions/learning materials/resources. These include Cengage and ProQuest. Further information is detailed in the MIHE Library and Resources Plan.

### **Printing/Scanning/Copier Facilities**

Paid printing and copier facilities are available for students at various locations throughout the campus. Students access printing/copying credit and the printing/copying/scanning network via their student card. Scanning does not incur charges.

### **Free high-speed wireless internet**

The campus is connected to fibre internet. Access points are installed at strategic locations throughout the campus to ensure strength of Wi-Fi signal throughout all teaching, breakout and office spaces. Internet access is available for students, staff and visitors.

### **Meeting rooms**

Meeting rooms are provided throughout the campus (refer to Campus Floor Plan for details) offering students the opportunity to work collaboratively in private spaces on the campus outside of classes.

## WORKING AS A GROUP AND RESOLVING GROUP WORK ISSUES

Use the following tips to make group work more effective.

### GET TO KNOW YOUR GROUP

To get your group off to a good start, begin by getting to know each other.

In your first meeting, allow everyone to introduce themselves and outline any strengths they bring to the group. Make sure everyone has a chance to speak. Your group may choose to decide on specific roles for members based on their strengths and interests.

Remember to swap contact details so you can contact each other for advice if needed.

### UNDERSTAND WHAT YOU NEED TO DO

Before you begin working on the assignment, make sure everyone has read the criteria and is aware of the requirements.

As a group:

- analyse the requirements
- outline the tasks you'll need to complete
- assign group members to tasks.

For help identifying tasks and general advice on writing assignments, see the

### PLAN GROUP MEETINGS

To help your group collaborate and ensure your assignment stays on track, you should:

- a) create a timetable.
- b) set meeting goals.
- a) Create a timetable.

It can be hard to find common times to meet to work on your assignment. If you're unable to meet in person, communicate online in a way that suits your group best.

Whether you meet online or in person, creating a timetable can help to schedule regular group meetings and break work into manageable tasks.

- b) Set meeting goals

To ensure your meetings are productive, it can help to set goals for each meeting.

Your meeting goals may include:

- reviewing work that has been completed
- working through tasks as a group

- raising and working through any issues.
- identifying and assigning outstanding tasks
- setting deadlines and checking progress on outstanding tasks.

You may want to send out an agenda before each meeting to outline the goals for the meeting.

### COMMUNICATE EFFECTIVELY

Your group will function well if you can all communicate effectively. When you're working together, remember to:

- Be considerate: avoid dominating the conversation or letting one group member take over the assignment.
- Be respectful: listen to each group member's perspectives, value their insights, and don't talk over them. If you don't agree with a perspective, share your own ideas.

As you work through the assignment, evaluate the group's performance and make suggestions if you think things could be managed better.

### ADDRESS ISSUES

Managing different personalities and working styles can be difficult. If you're having problems in your group, it's better to deal with them as they arise.

## RESOLVING GROUP WORK ISSUES

To help your group work well together, it's important to know how to deal with common group work issues.

Managing group work can be tough. If you're having problems with your group, it's better to deal with them as they arise – this will stop them from escalating and will help get your group back on track.

There are some common issues that may arise when working in a group:

- Poor communication
- Personal issues
- Unequal contribution
- Lacking focus
- Missing deadlines

### POOR COMMUNICATION

Sometimes, your group may misunderstand each other or communicate negatively. This can lead to group members:

- making assumptions
- misinterpreting what's being discussed
- not understanding what they need to do
- working on the wrong task
- failing to work well together.

To help address issues, encourage your group to think about how they can improve their communication skills.

### **IMPROVING COMMUNICATION**

To help your group communicate effectively, encourage group members to:

- clarify anything they don't understand
- ask questions instead of making accusations
- make requests instead of demands
- express their views as opinions instead of facts
- provide constructive criticism
- speak respectfully and positively.

If your group members are speaking negatively, encourage them to think about how they're expressing themselves. By rephrasing negative statements, your group will be able to communicate more respectfully and productively.

Use the following examples to help rephrase negative statements:

- Instead of saying "You're wrong" say "I don't think I agree with that because...".
- Instead of saying "You're being lazy" say "You don't seem to be contributing to the group. Is there a problem?".
- Instead of saying "You should do it this way" say "It might help if we do it this way.".

### **PERSONAL ISSUES**

Problems may arise when personalities clash, or if group members start to argue with or speak over the top of each other.

### **CONFLICT BETWEEN MEMBERS**

To resolve conflicts, encourage group members to:

- respect and acknowledge others' ideas
- consider how they can improve their communication

- work through the cause of the conflict as a group
- understand that working in a team may require negotiation and compromise.

If you're unable to reach an agreement or resolve a conflict in a meeting, take a break to diffuse the situation and regroup at a later meeting.

### **DOMINEERING PERSONALITIES**

When working in groups, everyone should have an opportunity to contribute ideas. If one group member is dominating group discussions, it may help to:

- create time limits for individual contributions
- ensure that each member has a chance to speak without interruption
- remind all members that it's important to hear all opinions about the topic and respect those opinions.

### **UNEQUAL CONTRIBUTION**

Some group members may be quieter than others, but if members are not contributing at all this is a problem. Try to find out why they're not participating – but don't be confrontational.

Remember to reassure all members that their opinions are valid.

To encourage group members to contribute to discussions, it may help to work around the group and ask everyone to contribute their ideas. This will encourage the group to work together and remove the focus on individual members.

If you find that group members are struggling to come up with ideas, it can help to:

- brainstorm the topic as a group
- research the topic independently and then meet to discuss the group's findings.

### **LACKING FOCUS**

If your group is struggling to focus on their work, ask everyone to talk through the tasks they are trying to complete. When they have explained their tasks, have the group discuss ideas for how to finish them.

If your group is still unable to focus, try:

- setting meeting goals
- working through complex tasks as a group
- rewarding the group for staying on task (e.g. organise a lunch or another activity).



**MISSING DEADLINES**

Make sure you discuss tasks with your group and establish firm (and realistic) deadlines for completing those tasks. All group members should agree on these deadlines before you start work.

If your group is struggling to meet deadlines, ask everyone to discuss their progress each meeting so the group can track overall progress and adjust deadlines if needed.

As a group, make sure you reassess deadlines as they're approaching and provide help to any group members who need it.

**CONTACT STAFF: UNIT COORDINATOR, LECTURER OR TUTOR**

If you run into problems with the topic or team members, try to work it out with your teammates, but do not be afraid to contact a tutor or lecturer for assistance and guidance.

## MIHE HEAD OFFICE PRESTON CAMPUS

## PRESTON

Multicultural Preston is a lively mix of new and long term residents buying produce at Preston Market and soaking up the arts, cafes and offerings.

Multicultural Preston is a lively mix of new and long term residents buying produce at Preston Market and soaking up the arts, cafes and multicultural vibes. Preston is 9km north from Melbourne's CBD and in 2022, had a population of approximately 34,000.

The suburb is bordered to the east by the Darebin Creek, a small tributary to the Yarra River and consisting largely of flat terrain, ideal initially for farming, but later for industrial and residential development.

Preston is named after a place in Sussex, England and was first surveyed for sub-division by Robert Hoddle in 1837.

### What's happening in Preston

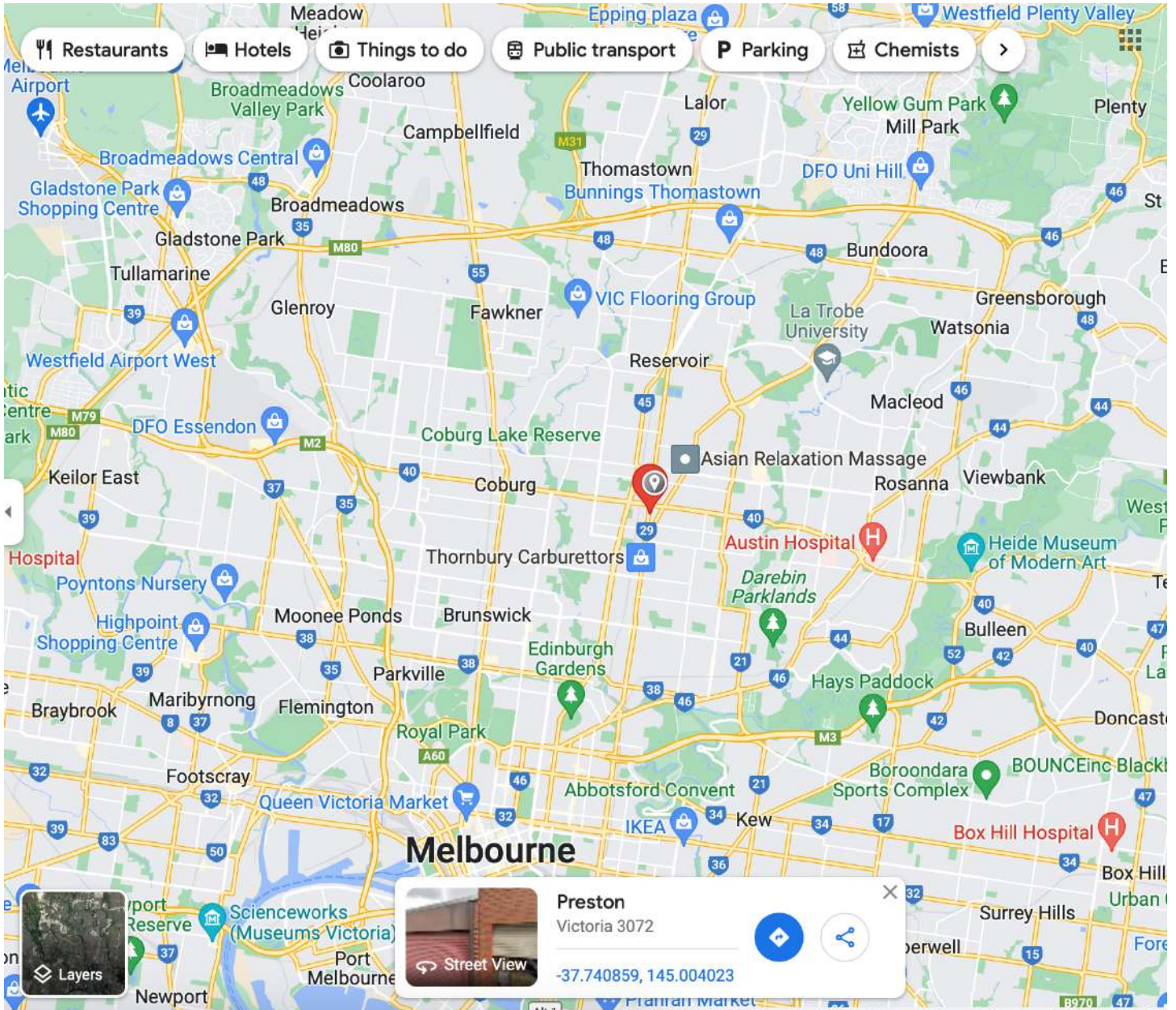
Find out the latest news and developments going on in your neighbourhood from park upgrades to major planning developments. Keep informed and get involved!

- Junction Urban Master Plan - Works to rejuvenate High Street Preston, between Dundas and Bell Streets are underway. These improvements were one of the key projects identified during consultation with the local community for the development of the Junction Urban Master Plan (JUMP). It is a key project that will enliven, refresh and beautify the Junction Precinct.

### Getting around

- Preston is well connected by public transport, you can catch a train, bus or tram to get around to Preston Market or Northland Shopping Centre quite easily.
- Train: Bell & Preston Station [South Morang line] Parkiteer bike cage at Preston Station  
Tram: Route 86 & Route 11  
Bus: Route 552, Route 553, Route 527, Route 526, Route 903, Route 555

- Walking and Cycling: St Georges Road shared path, Oakover Road shared path, Cramer/Gower Streets, Raglan Street, Darebin Creek Trail, and Victoria Street bike lanes



## How to Travel on Public Transport?

For further information <https://www.ptv.vic.gov.au/>

## CAMPUS LOCATION

MIHE is located at 150 High Street,  
Preston, Melbourne VIC 3072.



# STUDYING AT MIHE

## TYPE OF ASSESSMENTS

This section contains the different categories of formative and summative assessments used at MIHE as well as the academic integrity and moderation procedures used to ensure that students submit their own work.

### a. Written assessment tasks including assignments

Refers to artefacts submitted by the student, which includes but is not limited to paper or hardcopy submissions, electronic files, models, physical objects and a portfolio of artefacts. The artefact(s) are evaluated \*using predetermined written assessment criteria to determine a mark or a grade.

### b. Performance assessment tasks

Refers to a student performance, which includes but is not limited to oral presentations, skills demonstrations, portfolio presentations or defense. The task is evaluated using predetermined written assessment criteria to determine a mark or grade and may be recorded through images, video or artefacts associated with the task such as PowerPoint slides.

### c. Tests and Quizzes

These may be held in class or online. Quizzes are typically more appropriate for level one units and for early assessments in a trimester.

Where they are conducted online, a new set of questions must be used each time a quiz is conducted, students give a random sample of questions that may be used and the time provided to complete the test must be sufficient for a competent student to complete all the test items. The rubric must be identified to students in advance of any test. Normally a test or quiz should not comprise more than 10% of the available marks in a unit.



### c. Examinations

These are assessments undertaken by students under controlled and invigilated conditions. Marks are determined by using a predetermined written marking guide. An examination must not form more than 50% of the total assessment in a unit.

Most units will have exams and a hurdle requirement requiring students to obtain a minimum score of 45% on the examination.

### d. Summative Non-Examination Tasks

Assessment tasks may be conducted under non-examination conditions in order to determine students' achievement of learning outcomes. These tasks include but are not limited to assignments, major papers, research reports and problem sets. A course capstone unit will normally have such an assessment, typically worth 50% of the total marks in a unit.

### e. Group Assessments

Any group assessment must include a minimum of one individually assessed component worth at least 10% of total marks and which is clearly identified in the unit outline. Group assessments will not constitute more than 50% of the total assessment unless the unit learning outcomes require a focus on group processes.

### f. Class Participation

Student attendance and participation is an important part of the learning process and consequently students may be assigned marks for class participation up to a maximum of 10% of the total marks in a unit. Attendance will be recorded as part of the student's academic record.

The members of the Learning and Teaching Committee must develop assessment tasks for each unit in line with the unit learning outcome, course learning outcomes and graduate attributes.

Assessments must be developed to ensure the following:

- A unit outline with all essential information such as ULOs mapped to relevant CLOs, content, delivery and assessment is available to the enrolled students before they commence their studies in that unit.
- Students' achievement of the unit learning outcomes being assessed in accordance with the unit content.

- Assessments are designed based on different criteria that matches the level of complexity for the level of study and allocated credit points to the particular unit.
- Any assessment within a unit will have minimum 10% and maximum 50% weighting. Each unit must have at least two assessments. At least one formative assessment must be in the early weeks of each unit.
- Scheduled appropriately to provide students adequate time to prepare and submit the assessments.

## ASSESSMENT MODERATION

The Academic Board will determine the timing and regularity of pre-assessment and post-assessment internal moderation procedures that will occur in all units.

Unit coordinators are required to submit the following items to the Course Director for pre-assessment and post-assessment moderation:

- Assessment items and marking rubrics.
- Assessment tasks
- Marks awarded for the assessment item in an Excel spreadsheet.
- Any other relevant and pertinent information
- Examinations and marking guides.

Unit Coordinators are required to be involved in the following moderation procedures, which include:

- Constructive joint development of assessment items, marking guides and criteria-based rubrics
- Sample marking of borderline/fail assessments as well as a specific sample of assessments representing a range of grades

The Unit Coordinator is responsible for checking the Excel spreadsheet with the results of the assessment item including in relation to students who do not have a result. The Course Director is responsible for ensuring that moderation procedures are followed and that a Moderation Report is submitted to the Academic Board for review.

## ASSESSMENT PEER REVIEW

The Academic Board will decide on the timing and regularity of external peer review of assessment tasks and student work in all units. External peer review will benchmark a 10% sample that will be provided by each Unit Coordinator and which includes submissions that are graded borderline

pass, mid-range and high-range grades. External peer review will be carried out by discipline experts who are teaching equivalent units.

The Course Director will consult with Unit Coordinator if significant discrepancies are identified in the external peer review with a view to redesigning the assessment in any unit.

## ASSIGNMENT REFERENCING

The Harvard referencing system is the prescribed style of referencing that students must use for referencing direct source or paraphrasing another person's work. MIHE will supply a template for use by students in bibliographic software such as Endnote.

The assignment cover page must include student ID and name, unit code and name, Unit Coordinator's name, the due date and word count.

Assignments must be submitted to the Learning Management System (Canvas) and it is the student's responsibility to retain a copy of all assignments submitted.

Students are required to endorse the following statement when submitting assignment:

*This assignment is my own work, except where I have acknowledged the use of the works of other people. It is my responsibility to ensure that academic integrity is adhered to in all submissions of assignments, including group assignments. Serious consequences will result from plagiarism.*

## ASSESSMENT SUBMISSION

Students must submit assessments electronically through the Learning Management System (Canvas) by the due date or by attendance at an exam on the advertised date.

**Late submission:** 5% of the marks allocated for the assessment will be deducted for each day or part thereof for which a student is late in submitting an assignment (including weekends and public holidays). Assessment tasks submitted 5 days past the due date will receive 0 marks.

Late penalties will not be applied in case where a request for an extension has been approved in accordance with this policy and procedure. If a student fails to submit their assignment by the granted extension date, then penalties apply as explained above.

The Unit Coordinator must notify a student in a case where a late penalty is applied. The notification must include the mark, the penalty and the final mark after penalty.



## ABSENCE FOR IN-CLASS ASSESSMENTS

Where a student is absent from an in-class assessment task a zero mark will be recorded unless the student informs the Unit Coordinator by email of their intended absence. Where it is not possible to notify the Unit Coordinator prior to the in-class assessment, a request for an alternative assessment must be submitted within 48 hours. Supporting evidence must be attached to the email request for an alternative assessment. It will depend on Unit Coordinator's discretion whether to decide on the reason provided by the student.

The 48-hour period for lodging extension requests can be extended by the Course Director; for example, where a student is admitted to hospital with a serious medical condition or illness.

## SPECIAL CONSIDERATION AND ASSESSMENT EXTENSION REQUESTS

Special considerations may be applied for in the following circumstances:

- Medical: e.g. the student suffers an accident, illness or medical condition.
- Compassionate: e.g. the student faces an unforeseen situation such as the death of a close relative, disruption to domestic arrangements or being a victim of a crime.
- Special: e.g. the student has religious reasons or legal duties. An application for special consideration requires the student to:
  - Complete a Special Consideration Form (SCF) and submit via email before the assessment due date; and
  - Submit evidence supporting the application: e.g. medical certificates.

Once a decision has been made, the student will be informed of the outcome in writing by the Unit Coordinator.

A copy of the approval for an extension of time must be attached to the assessment at the time of submission.

## MARKING AND GRADING

Marking of assessment tasks and providing feedback to the students will be performed by unit coordinators following this policy and procedure. All students will be provided with rubrics (marking guides) and schedules for all assessment tasks at the commencement of the study period with the exception of examinations. Unit coordinators will discuss marking guides and schedules to ensure that students understand the expected standards of academic performance.

Students will be awarded of marks and grades only based on merit with reference to the

predetermined written assessment criteria in the rubrics. Students' marks will not be adjusted by the Board of Examiners with the exception of examinations or other final summative assessments.

## HURDLE REQUIREMENT

Unit outlines must clearly explain any hurdle requirements and necessary instructions. Students will normally be required to attempt all assessment tasks as a hurdle for the successful completion of the unit.

## GRADING MATRIX

Normally, all assessment tasks must be attempted and an overall pass mark of 50% must be achieved to pass the Unit. The final grade of the course is an accumulation of all unit results. The following table determines what grades will be awarded. It is based on AQF standards used across the Australian higher education sector.

Results	Grade	Description
80% +	High Distinction (HD)	High distinction is awarded for an outstanding performance that provides evidence of an outstanding level of attainment of the relevant Unit learning outcomes
70 – 79%	Distinction (D)	Distinction is awarded for a superior performance that provides evidence of a superior level of attainment of the relevant Unit learning outcomes
60 – 69%	Credit (C)	Credit is awarded for good performance that provides evidence of a high level of attainment of the relevant Unit learning outcomes
50 – 59%	Pass (P)	Pass is awarded for an acceptable performance that provides evidence of a satisfactory level attainment of the relevant Unit learning outcomes
<50%	Fail (N)	Fail is awarded for unsatisfactory performance, below the minimum acceptable level. This grade characterises work which shows a significant lack of understanding of the topic or its context and is therefore unsatisfactory.
<50%	CP	Conceded Pass. Where the mark in a final unit in a course is in the range 45-49% and to be offered by exception, see conditions below.
<50%	Fail Non-submission (FNS)	Fail is awarded for non-submission of one or more pieces of assessment.
44%	Fail (XN)	Awarded where the overall grade is 50% or above, but a hurdle requirement has not been met, e.g. failing to pass the final exam.

Pass grade for a non-graded (pass/fail) Unit	Pass (PA)	Pass is awarded for an acceptable performance that provides evidence of a satisfactory level attainment of the relevant Unit learning outcomes.
Fail grade for a non-graded (pass/fail) Unit	Fail (N)	Fail is awarded for unsatisfactory performance, below the minimum acceptable level. This grade characterises work which shows a significant lack of knowledge, understanding or application of the topic or its context and is therefore unsatisfactory.
Withdrawn	WD	Awarded when a student withdraws from a Unit before the Census Date.
Withdrawn without Penalty	WDWP	Awarded when a student withdraws from a Unit after the Census Date, and when academic and/or financial penalties have not been applied due to personal circumstances such as ill health.

A conceded pass will only be offered by exception and where all the following conditions apply:

- the student has achieved a mark of 45% - 49% in the unit.
- the student has submitted all marked assessment tasks for the unit.
- the unit represents the last 10 credit points needed to complete the course and obtain the qualification.

## MARKING AND FEEDBACK

Marks and assessment feedback must be provided within 10 business days of the assessment being submitted however if a unit has an exam, all assessment feedback must be provided by Week 12. This feedback can be made verbally, in writing, face-to-face or online and must be done in a respectful and timely manner in order to foster improved learning through constructive suggestions and correction. Examination feedback is not normally provided.

For group assessments all group members will be awarded the same mark but, in some instances, there will be a version of peer reviewed adjusted marking that determines the individual marks. Team members who do not evidence any role in the submission will be awarded zero marks.

All examination results will be provided to students through the LMS but for other assessment tasks feedback may also be provided by email.

## ASSESSMENT REVIEWS

Assignments, quizzes, presentations and tests are marked according to a rubric or template and are not subject to review, on the grounds that there has been an

administrative error in compiling marks.

A student may request a review of the final grade if they have reason to believe that:

there has been an administrative error in compiling marks. Students may also request a review of their examination. In this case, they are entitled to see their paper and review the marks according to the marking guide. The purpose of this is not to dispute the mark given, but to learn from the outcome and apply this learning to other Units or to the same Unit if they need to take it again.

- The student's prior evidence of illness or extenuating circumstances was not duly considered.

## **S U P P L E M E N T A R Y   A N D   D E F E R R E D   E X A M I N A T I O N S   O R   A S S E S S M E N T S**

There will be only one Supplementary or Deferred Exam offered each trimester for each unit. Students who do not sit the Supplementary or Deferred Exam as offered will not be offered a further supplementary exam, regardless of the reason.

A student may be offered a supplementary examination if they have completed all assessment tasks and received a total unit grade of between 45% and 49% and it is determined that their attendance, academic history, and other factors warrant a supplementary examination. The decision to offer a student a supplementary assessment can only be made by the Course Director or Dean.

Students who are offered a supplementary or deferred examination will be contacted through their MIHE email address with the details of the examination date, time, and location.

Students who sit a supplementary exam or assessment will receive one of the following two grades:

- Pass grade (50%) for the unit if they pass the supplementary exam or assessment regardless of the result
- Fail grade for the unit if they fail the supplementary exam or assessment, however, in such a case the original mark will be recorded as the result regardless of whether the result in the supplementary exam is lower.

Requests for a deferred examination must be made by students in writing to the Course Director in the form of an application for Special Consideration. The Course Director will decide on a case-by-case basis whether to grant a deferred examination. Students who sit a deferred exam or

assessment will get a final unit grade that reflect the mark gained in the deferred exam or assessment plus any the marks obtained for any other assessment task completed in that unit.

The Unit Coordinator is responsible for setting and marking supplementary and deferred exams or assessments. However, the exam must be moderated in accordance with this policy and procedure. The supplementary or deferred exam paper must be different from the primary exam, having no more than a 40% overlap in questions.

Students who sit a supplementary examinations and assessment may receive one of two grades:

- If they pass the supplementary or deferred examination or assessment, the student will be awarded a 50% pass grade for the unit regardless of the mark assigned to the supplementary or deferred examination or assessment
- If they fail the supplementary or deferred examination or assessment, the student will be awarded a fail pass grade for the Unit

Students who sit a deferred examinations and assessment will receive a final unit grade based in the mark achieved in the deferred examinations. and taking into account any other assessment tasks in that unit.

Marks and recommendations for change of grade are submitted to the Course Director who will inform the Dean who is required to review and ratify the marks and recommendations for change of grade.

## **BOARD OF EXAMINERS**

The Board of Examiners will meet within 10 business days of the final examination in each trimester and will be chaired by the Dean or the Course Director

The Board of Examiners is responsible for: the ratification of final results; determination of each student's academic status, making determinations on any major discrepancies arising from cross-marking (differences of more than 10% between the original mark and the cross-marked item); approval of supplementary assessment, supplementary assessment or conceded pass; and determination of awards and student prizes. A report from the meeting will be prepared for the Academic Board. The report should include the identification of trends particularly where statistics suggest areas of concern or improvement.

Procedures for meetings of the Board of Examiners require the Course Director and Unit Coordinators to:

- Ensure that all available grades are submitted in the required format through

electronic means by the notified date.

- Attend relevant Board of Examiners meetings if requested and be prepared to respond to any queries of the Board along with any proposed amendments to final grades.

Prior to accepting, amending or rejecting grades, the Board will satisfy itself that the assessment process has been conducted in conformity with this policy and procedure. The Board should investigate the handling of issues including those pertaining to students at risk; students with language difficulties; unforeseen assessment events; the awarding of special consideration, moderation activities; benchmarking of standards; and progression, completion and attrition rates. The Academic Board will ratify the final results and authorise the release to the students.

## **ASSESSMENT APPEALS**

In accordance with the Student Complaints and Appeals Policy and Procedure, students have the right to lodge a formal complaint if they form the view that the assessment procedures have been unfairly administered. This policy and the availability of complaints and appeals procedures do not remove the rights of the student to seek redress under Australia's consumer protection laws (including the *ESOS Act 2000*) or to pursue other legal remedies.

## **EXAMINATION MANAGEMENT**

### **Attendance at Examinations**

Student attendance at examinations is mandatory and students who do not attend will be awarded a fail grade for that assessment task unless satisfactory evidence is provided for the failure to attend in the form of an application for Special Consideration.

### **Admission to the Examination Room**

Student entry into the examination area is dependent on the following:

- A valid form of student identification.
- Mobile phones, electronic watches and other electronic devices being turned off (excluding permitted examination materials such as calculators).
- All non-examination materials including mobile phones, notes, food and bags must be kept in a designated location which is not readily accessible from the student tables.
- Students may carry a clear plastic bag with writing materials and other permitted examination materials to their allocated seat.
- Students may have a single clear water bottle without labels.

Once at their allocated seat, students are not allowed to leave their allocated seat until 30 minutes after the examination has started.

Entry into the examination area is not allowed after 30 minutes from the scheduled beginning of the examination.

### **Conduct of the examination**

The following process must be undertaken by the examination invigilators:

- Papers are to be distributed to student tables at least 10 minutes before students enter the examination room. If an exam is administered electronically it must be released electronically at a start time;
- A timing device is set up on an electronic display showing the time remaining to complete the exam;
- Invigilators are to monitor students to ensure that examination papers remain untouched until the start of the exam. Typically, there will be 10 minutes reading time and 120 minutes to complete the exam;
- Invigilators inform the students of key information about the nature and timing of the examination prior to the start of the examination (which includes but is not limited to no mobile phones, electronic watches or other electronic devices excluding permitted examination materials such as calculators; permitted materials in the examination; the number of questions; variations in the questions that need to be completed; the amount of time allowed);
- Once the examination has started, invigilators are responsible for monitoring student behaviour to ensure that students do not:
  - disrupt other students including but it not limited to communicating or indicating with other students or making noise that is likely to disrupt other students,
  - make repeated requests to invigilators in regard to materials or bathroom breaks),
  - engage in cheating or behaviour likely to involve cheating, which includes being in possession of devices that have been prohibited from the examination room (e.g. mobile phone, electronic watches or other electronic devices), speaking or communicating with another student or using materials that are not permitted in the examination.

If an invigilator believes a student has engaged in disruptive behavior or has engaged in cheating, invigilators will collect the evidence and provide a written report detailing the conduct of the student and provide this to the MIHE for further disciplinary and other appropriate action;

- Students are permitted to ask clarifying questions during the reading time for the examination about the exam procedures.
- Invigilators are to monitor students who leave the room during the examination. The students must sign out before leaving the room, cannot access their bag or materials at the front of the class and have a limited number of visits and time to use the bathroom.
- Invigilators may provide extra examination booklets to students as required.
- If a student finishes before the examination time is concluded, the invigilator must collect the examination paper and record the time that the student finished the examination. The student may not re-enter the examination area once they have handed in their examination. The student can then quietly collect their belongings and leave the room without communicating with any other students.
- Students may not leave the examination room in the last 30 minutes before the end of the examination.
- At the end of the examination, students are to remain silent and seated until the invigilators have collected all the examination papers.

## **C O N F I D E N T I A L I T Y A N D S E C U R I T Y**

All reasonable effort will be made by MIHE staff to ensure that the principles of privacy, confidentiality and security are maintained throughout the administration of student assessment. Particular care will be employed in relation to:

- Ensuring student scripts and examination papers are stored securely.
- Maintaining the confidentiality of assessment results.
- Reproducing or using assessed material beyond standard marking and moderating procedures and then only when t prior written permission is obtained from the student.
- Providing access to or disclosing grades to students or third parties
- In matters of privacy and confidentiality in assessment, staff will be guided by MIHE's privacy policy.



## SUBMITTING WORK FOR ASSESSMENT

In submitting work for assessments (such as assignments, tests and reports), whether electronically or by hard copy, students are required to declare that the assessment item submitted is entirely their own work and where they use or make reference to the work of others, that this is acknowledged.

## ACADEMIC INTEGRITY COMMITTEE (AIC)

The AIC is the body responsible for developing this Academic Integrity Policy and implementing its Procedure. Details of the AIC and its purposes are to be found in Academic Integrity Committee Terms of Reference.

The AIC is responsible for the content the MIHE website dealing with academic integrity, designing mechanisms to facilitate reporting of alleged misconduct, providing mandatory training to all academic staff starting employment with MIHE and promoting academic integrity throughout MIHE. The AIC will establish and maintain a centralised management system to keep secure and confidential records of all cases of alleged academic misconduct and the outcomes of investigations. The AIC, through the Dean, is responsible for reporting to AB on proposed changes to policy and for regular reporting of its activities.

## CANVAS

At Melbourne Institute of Higher Education (MIHE) delivered face to face sessions over the period. The Canvas (Learning Management System [LMS]) is the platform provided for MIHE students to engage in after class sessions, learning content, submission of the assessments available on LMS and completing the self-directed activities, uploading the assessment for marking. Here students can develop their skills and knowledge by reading course material and taking part in activities online. For more details see canvas student guide.

## STUDENTS WITH LEARNING NEEDS

If you have any special learning difficulties or needs, please alert us to these as we can make arrangements to provide you with support. Contact MIHE student support services for academic support. Your lecturer or MIHE academic officer ([academicsupport@mihe.vic.edu.au](mailto:academicsupport@mihe.vic.edu.au)) should be your first point of contact for assistance for any information you require throughout the duration of your course. If in the case where your lecturer cannot assist you they will to guide you to the most appropriate service and/or resource that may be of assistance to you.

Students with particular needs are able to negotiate alternative learning and assessment strategies where this is allowable under MIHE graduate program. Other assistance arrangements should be discussed with the academic staff directly.

## STUDENT ACADEMIC SUPPORT AND COUNSELLING

The Student Academic Support/Wellbeing and Counselling program provides:

- Somewhere to talk about problems ranging from everyday hassles to those that are seriously affecting a student's ability to function
- A safe place to let off steam
- An opportunity to generate solutions to problems
- Academic workshops
- English support services.

If you are experiencing any of the following, we suggest you contact our Academic or wellbeing/counsellor officer or make appointment through the reception:

- Thoughts of quitting study
- Physical signs of emotional stress
- Problems sleeping – either not being able to sleep or having too much sleep
- Lack of concentration in study or completing normal day-to-day activities
- Feeling sad and unable to function properly
- Thoughts about self-harm

Some of the issues that students typically seek counselling about include:

- Adjustment issues
- Stress / Anxiety / depression
- Victim of assault
- Cultural issues – difficulty in 'fitting in' to the Australian way of life
- Family issues
- Grief and loss
- Victim of harassment – either at the college, workplace or in your home
- Victim of abuse – psychological, physical, sexual
- Self-esteem
- Sex and sexuality
- Study problems

A wellbeing/counsellor will help by listening without judgment, offering new perspectives and working with students on strategies that are right for them. All counselling services are strictly confidential between the counsellor and the student. No one else needs to know that you are seeking these services. Make an appointment with our welfare counsellor Susan ([studentwelfare@mihe.vic.edu.au](mailto:studentwelfare@mihe.vic.edu.au)) or ask reception to book an appointment.

# MIHE RELEVANT POLICIES

## ACADEMIC ASSESSMENT AND MODERATION POLICY

### Background and Scope

This Assessment and Moderation Policy and Procedure provides guidelines on assessments and moderation in order to ensure consistency, fairness and transparency. The course structure ensures that assessment tasks are constructively aligned with learning outcomes. Assessments are a vital part of learning and teaching and measure students' academic performance. As a measure of students' work all assessment tasks must be fair, valid, equitable and consistent.

This Policy and Procedure also provides guidelines for the maintenance and delivery of assessment standards at MIHE. It applies to all staff engaged in developing and conducting assessments, students and services provided at MIHE.

### Definitions

Assessment	A process to determine the quality of student work against learning outcomes by awarding marks or grades based on a quality assured set of standards. Assessments are used to determine student achievement of expected learning outcomes and may include a range of written, oral and practical methods. It also includes gathering assessment information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of educational experiences; culminating when assessment results are used to improve student learning.
Assessment Criteria	Criteria used by assessors that guide them in the proper evaluation of students' knowledge, understanding and applications as they relate to appropriate learning outcomes.
Assessment Moderation	Procedures involved at the design, marking and results analysis stages of assessment to ensure that the marking of assessments within a course is both fair and consistent. It includes independent checking or verification of assessment results by a qualified person or committee.
Benchmarking	This involves testing the standard of any course or unit against comparable courses and units at the appropriate AQF level.
Census date	Date before which students can withdraw from a Unit without being liable for fees and without a result being recorded.
Cheating	Acting dishonestly or unfairly in order to gain an advantage.
Contract cheating or ghost writing	The practice of students hiring someone to complete assignment tasks on their behalf.

Criterion referenced assessment	The use of pre-determined written criteria based on learning outcomes to design marking rubrics, guides and schemas.
External peer review of assessment	A determination of the relevancy and equivalency of assessment materials against commensurate institutions for the purpose of quality assurance.
Formative assessment	Assessment of progress in a unit of study in order to identify possible at-risk students or teaching that needs to be supplemented to improve Unit outcomes. As a matter of policy, each unit needs to have an early formative assessment., typically in week 3 or earlier.
Hurdle requirement	An assessment task that requires a minimum standard of performance in order to pass the unit or a requirement that a specified assessment task be completed in order to pass that unit.
Learning Management System (LMS)	Each unit will have its own LMS site where assessments can be lodged and checked with Turnitin™ to avoid plagiarism issues. Feedback on lodged assessments will be provided through the LMS. It will display news items for students and provide them with many resources such as lecture slides, reading material, assessment due dates, unit calendars and links to other relevant content.
Learning outcomes	A statement of the knowledge, skills and application a student has demonstrated and acquired.
Plagiarism	Not appropriately acknowledging the use of another person's ideas, designs, words or work.
Rubric	These are published assessment criteria linked to the ULOs that show how an assessment is to be marked. Normally they are accessed from the LMS.
Scaffolding	A matrix showing the types of content and assessment in each unit in a course. It is used to identify any gaps and overlaps and to ensure that content and assessment in the level 2 and 3 units build on the earlier Units.
Special Consideration	The process of a student applying for alternative assessment or consideration when they can demonstrate that a situation or circumstance beyond their control impacted on their assessment performance.
Summative assessment	Assessment of students' knowledge, learning and application of a unit as a whole in relation to the ULOs.
Turnitin™	Plagiarism checking software available to students and academics and accessed through the LMS.
Unit Learning Outcomes (ULO)	The specific learning outcomes for knowledge, learning and application for a unit. These must be linked to the broader Course Learning Outcomes.

Also, refer to Glossary of Terms

**Note:** for more detail please visit MIHE website: [Policies, Procedures and Plans – Melbourne Institute of Higher Education Pty Ltd \(mihe.vic.edu.au\)](https://www.mihe.vic.edu.au/policies-procedures-and-plans)

## ACADEMIC INTEGRITY AND ACADEMIC MISCONDUCT POLICY

### Background and Scope

This document details how MIHE prioritises academic integrity and outlines the principles, policies and procedures that underline it. MIHE’s focus on academic integrity is built on MIHE’s values of quality, intellectual freedom and respect. This document also outlines the procedures, roles, and responsibilities of maintaining academic integrity at MIHE and provides guidelines and processes to report, investigate, and appeal academic misconduct decisions. It covers integrity involving learning and teaching.

This policy and its related procedures apply to all the MIHE stakeholders including students enrolled in accredited courses as well as academics, contractors and partner organisations.

### Definitions

<b>Academic Integrity</b>	The moral code of academia. It involves using, generating and communicating information in an ethical, honest and responsible manner <sup>1</sup> . <span style="float: right;">2F</span>
<b>Academic Misconduct</b>	Breaches of the MIHE’s policies, procedures or guidelines, detailed in this Academic Integrity Policy and Procedures, course requirements, Australian Law, and any other relevant MIHE policies in the course of their study, work, or research. Areas of misconduct include cheating, collusion, intellectual property infringement, fraud or plagiarism.

<b>Cheating</b>	<p>Engaging in dishonest or unfair actions in order to gain an advantage over the course of study, work, or research including, but not limited to, the following:<sup>2 3F</sup></p> <p>a) Study</p> <ul style="list-style-type: none"> <li>• plagiarism and failures of correct acknowledgement practice</li> <li>• contract cheating or paying for another person to prepare an assignment or providing contract cheating services</li> <li>• submitting (for assessment or review) work prepared by another person</li> <li>• all forms of cheating in examinations and other assessment tasks such as bringing unauthorised material or aids into exams, tests, or quizzes in order to gain an unfair advantage</li> <li>• offering or accepting bribes (money or sexual or other favours), e.g. for admission or for grades, and</li> <li>• fabrication or falsification of information or student identity.</li> <li>• Interfering with the work, study or research of others to disadvantage them in any way</li> </ul> <p>b) Research</p> <ul style="list-style-type: none"> <li>• Cheating</li> <li>• Plagiarism</li> <li>• Fabrication or falsification of data</li> <li>• Unauthorised disclosure of personal information</li> <li>• Harming or disadvantaging those who take part in research</li> </ul>
<b>Contract cheating</b>	<p>Contract cheating occurs when students employ or use a third party to undertake their assessed work for them and these third parties may include: essay writing services; friends, family or other students; private tutors; copyediting services; agency websites, or 'reverse classifieds' (Lancaster &amp; Clarke, 2016, p. 639)<sup>3</sup>. 4F</p>
<b>Collusion</b>	<p>Working with one or more other individuals to complete an assignment, in a way that is not authorised (INQAAHE, TEQSA &amp; QBBG, 2020, p. 6)<sup>4</sup>, including:</p> <ol style="list-style-type: none"> <li>a) writing the piece of work together;</li> <li>b) determining the method or approach to question or assessment task together;</li> <li>c) sharing answers or giving access to questions and answers or completed assessment tasks (e.g. knowingly allowing personal work to be copied by others).</li> </ol>
<b>Intellectual Property</b>	<p>Copyright in Australia is governed by the Australian Copyright Act of 1968 under Australian Law. Any actions in breach of this Law, and any use of copyrighted work without permission, as ordained by the Australian Copyright Act of 1968, is a violation of the MIHE's Academic Integrity Policy. Any other unauthorised appropriation of intellectual property for academic or commercial purposes is forbidden by this Policy. Unfair use of the work of</p> <ol style="list-style-type: none"> <li>1. others constitutes intellectual property theft.</li> </ol>
<b>Fraud</b>	<ul style="list-style-type: none"> <li>• Any actions intended to steal or deceive, through any means.</li> <li>• Faking qualifications, language ability assessment or previous academic results.</li> </ul> <p>Providing fraudulent medical certificates.</p>
<b>Plagiarism</b>	<p>Any attempt to present another's work as one's own without appropriate and clear acknowledgement of the work's source is considered plagiarism. <i>The definition below is from an excerpt from Griffith University's Institutional Framework for Promoting Academic Integrity among Students</i><sup>5</sup>. 6 F</p> <p>Plagiarism occurs when the work of another is represented, intentionally or unintentionally, as one's own original work, without appropriate acknowledgement of the author or the source. This is an act of academic misconduct and includes but is not limited to acquiring or commissioning a piece of work, which is not his/her own and representing it as if it were, by:</p> <ol style="list-style-type: none"> <li>a) purchasing a paper from a commercial service, including internet sites, whether pre-written or specifically prepared for the student concerned;</li> <li>b) submitting a paper written by another person, either by a fellow</li> </ol> <ol style="list-style-type: none"> <li>1. student or a person who is not a member of MIHE.</li> </ol>

<b>Research Integrity</b>	The trustworthiness of research due to the soundness of its methods and the honesty and accuracy of its presentation (cited by TEQSA, 2020).
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<sup>1</sup>See *TEQSA (2020). Guidance Note: Academic Integrity Version 1.2, 28 March 2019*, <https://www.teqsa.gov.au/latest-news/publications/guidance-note-academic-integrity>

<sup>2</sup> *ibid.*

<sup>3</sup> See *TEQSA (2017). Good Practice Note: Addressing contract cheating to safeguard academic integrity, 4 October 2017*, <https://www.teqsa.gov.au/latest-news/articles/teqsa-outlines-ways-cut-contract-cheating> <sup>4</sup> Source: INQAAHE, TEQSA & QBBG (2020). Toolkit to support quality assurance agencies to address academic integrity and contract cheating

The key principles informing this policy are:

Centrality of Academic Integrity	Promoting and enforcing academic integrity is central to the reputation that MIHE has and to the value it offers. Failure to observe academic integrity badly affects not only the perpetrator, but the MIHE community as a whole.
Proactive Strategies	MIHE will proactively take steps to prevent or mitigate the risk of violation of this policy through a number of strategies. These strategies include, but not be limited to: <ul style="list-style-type: none"> <li>• training all new students, academics, staff, contractors and partner organisations about MIHE’s Integrity Policy.</li> <li>• training all staff in what signs to look out for to identify academic misconduct;</li> <li>• training students how to use plagiarism detection software or other means of checking for plagiarism in order to check their work before submission for assessment;</li> <li>• requiring teaching staff to model academic integrity to students;</li> <li>• creating an open and honest environment of study and work at MIHE,</li> <li>• having strict procedures in place to address academic misconduct,</li> <li>• ensuring security of academic processes, such as research work,</li> <li>• examinations, and submissions. MIHE must also take steps to prevent the recurrences of breaches.</li> </ul>
Clear Communication	MIHE must clearly promote and communicate academic and research integrity of courses and units of study. MIHE must also communicate violations of this policy and take actions in accordance with its procedures. This communication can be conducted through any means that MIHE deems necessary, such as classroom sessions, webinars, online forums, etc. All stakeholders must be provided with guidance on what constitutes academic and research integrity including misrepresentation, fabrication, cheating, plagiarism and misuse of intellectual property. MIHE must make its Academic Integrity Policy and Procedure available to all the MIHE community and includes (and limited to) it being available on the MIHE website and in student and staff handbooks. Frequent and visual reminders regarding academic integrity generally, and contract cheating specifically, must be part of a holistic approach to promote integrity on campus (such as during Orientation and just before exams with visual posters on campus providing visual reminders).
Vigilance	MIHE must make efforts for its administrators, academic staff, students, and partners to be aware and vigilant to ensure that signs of academic misconduct are identified, reported and dealt with appropriately.
Accountability	MIHE must endeavour to be accountable to the values of quality, intellectual freedom

	and respect. This means that staff and students are accountable in promoting and upholding the standards and to manage any breaches of academic integrity in accordance with this Policy and Procedure.
Transparency	MIHE must make its Academic Integrity Policy and Procedure available to all the MIHE community and includes (and limited to) it being available on the MIHE website and in student and staff handbooks. MIHE must ensure that it responds to any evidence of academic misconduct in a consistent manner following published procedures.
Timeliness	In the interest of fairness to those against whom misconduct allegations have been made, it is desirable to resolve MIHE's response to allegations as soon as possible. While practical issues may intervene, normally allegations should be resolved within 30 working days of them being made.
Academic Freedom	Academics and students should be free to express their opinions and ideas about any matter, in any forum; such actions must not: <ul style="list-style-type: none"> <li>• harm others;</li> <li>• make defamatory allegations; or</li> <li>• unfairly impugn the reputation of MIHE.</li> </ul>
Repeated breaches	A student, academic or contractor who has been found to have committed repeated breaches of academic integrity, even if of a minor nature, shall be deemed to have committed major misconduct.

<sup>5</sup> Source: Excerpt from Griffith University's Institutional Framework for Promoting Academic Integrity among Students, which clearly defines outsourcing of assessment as a form of plagiarism - [policies.griffith.edu.au](http://policies.griffith.edu.au) (referenced in *TEQSA (2017). Good Practice Note: Addressing contract cheating to safeguard academic integrity*, 4 October 2017, <https://www.teqsa.gov.au/latest-news/articles/teqsa-outlines-ways-cut-contract-cheating>).

This Policy also considers TEQSA Good practice guidance notes addressing contract cheating to safeguard academic integrity<sup>6</sup>.

## AUTHENTICATION OF ASSESSMENT

- Regrettably, some student may submit work that is not their own. To preserve the validity of MIHE course awards for all students, MIHE maintains a strict process to ensure that the work submitted is authentic. MIHE use Turnitin software to ensure student must submit their own work.

**Note:** for more detail please visit MIHE website: [Policies, Procedures and Plans](#) – Melbourne Institute of Higher Education Pty Ltd ([mihe.vic.edu.au](http://mihe.vic.edu.au))





## COMPLAINT AND APPEAL:

### COMPLIANT

Students may raise any matters of concern relating to the teaching and assessment, the quality of the teaching, student support, student facilities, discrimination, sexual harassment and other issues that may arise. MIHE will collect the data about, complaints and appeals and record the complaint in Complaint register of action taken to address the root cause of complaints including the follow up and the outcome of the complaint/appeal.

For more detail policy and procedure please visit MIHE website at [Policies, Procedures and Plans – Melbourne Institute of Higher Education Pty Ltd \(mihe.vic.edu.au\)](#)

### APPEAL

Appeals may arise from a number of sources including appeals against assessment, appeals against discipline actions, appeal against grading and appeals against decisions arising from complaints. The essential nature of an appeal is that it is a request by a student to reconsider a decision made by MIHE. All teaching and assessment related appeals; would be managed by the Dean.

For more detail policy and procedure please visit MIHE website at [Policies, Procedures and Plans – Melbourne Institute of Higher Education Pty Ltd \(mihe.vic.edu.au\)](#)

## ACADEMIC PROGRESS

Melbourne Institute of Higher Education (MIHE) monitor and record and assess the academic progress of each student for the course in which the student is currently enrolled. MIHE assess student's progress at the end of each compulsory study period. Student must demonstrate competency in two consecutive study period more than 50 per cent in their full study load.

Unsatisfactory academic progress is defined as not successfully completing or demonstrating completing the subject in more than 50% of the course requirements in that study period.

For more detail academic progress policy and procedure please visit MIHE website at [Policies, Procedures and Plans – Melbourne Institute of Higher Education Pty Ltd \(mihe.vic.edu.au\)](#)

## STUDENT SUPPORT SERVICES

MIHE student support policy ensures that all students are given academic, welfare and other required support while studying with MHIE in Australia. For more detail student support services, special needs and critical incident policy and procedure please visit MIHE website at [Policies, Procedures and Plans – Melbourne Institute of Higher Education Pty Ltd \(mihe.vic.edu.au\)](#)

## COMPLETING WITHIN DURATION

MIHE whilst monitoring progress against the course duration is a separate requirement, so learner able to finish the course within their course duration. MIHE will follow his policy to check the student's progress towards the completion of the course within the specified duration at the same time.

Note: For more detail policy and procedure please visit Policies, Procedures and Plans – Melbourne Institute of Higher Education Pty Ltd ([mihe.vic.edu.au](http://mihe.vic.edu.au))

## CREDIT TRANSFER

Students for Credit Transfer must finish the Credit Transfer Application structure, connect a duplicate of a capability, Statement of Results (Academic Transcript) present the application to the admission officer or admissions manager.

The Admissions manager or Enrolment Officer must check the capabilities, Statement of Results (Academic Transcript) and award credit moves for indistinguishable subject(s) that have been recognised as being finished at another enlisted supplier.

Understudy must bring their unique duplicates and present the checked duplicates of Qualifications, Statement of Results (Academic Transcript) utilised as the reason for giving Credit Transfer must be set in the understudy documents.

The understudy and the Dean must sign the finished Credit Transfer record and credit result marked from understudy.

Note: Please note that once your application for credit move endorsed and fruitful, your term of eCoE will be change as indicated by the rest of the hours left for your investigation. Understudy must present their earlier learning proof and application inside about fourteen days after the course initiated.

For more detail please visit MIHE website at, Policies, Procedures and Plans – Melbourne Institute of Higher Education Pty Ltd ([mihe.vic.edu.au](http://mihe.vic.edu.au))

## PRIVACY POLICY

1. MIHE respects the privacy of all stakeholders and understands the importance of protecting personal information provided by its learners and staff.
2. MIHE will keep any information confidential, including direct debit account details.
3. MIHE will make reasonable efforts to keep any such information secure and to ensure that any employees or agents who have access to learner information do not use, modify, reproduce or disclose that information.
4. Information provided by learners is considered confidential and will not be divulged to any third party, nor will it be sold. MIHE will only disclose learner information:
  - a) If specifically required by law; or
  - b) For the purposes of this agreement, including disclosing information in connection with any query or claim

Information is collected on this form and during your enrolment in order to meet our obligations under the standards. Information collected about you on this form and during your enrolment can be provided, in certain circumstances, to The Australian Government and designated authorities and, if relevant, the TEQSA. In other instances, information collected on this form or during your enrolment can be disclosed without your consent where authorised or required by law.

Note: For all other policies and complete course information visit MIHE website. [Policies, Procedures and Plans – Melbourne Institute of Higher Education Pty Ltd \(mihe.vic.edu.au\)](#)

## SPECIAL CONSIDERATION

Note: For all other policies and complete course information visit MIHE website. [Policies, Procedures and Plans – Melbourne Institute of Higher Education Pty Ltd \(mihe.vic.edu.au\)](#)

# CONTACT US

## ASK MIHE

### General Enquiries

150 High Street, Preston, VIC  
3072

T: 1300 220 331 / 03 9276 0998

E: [enquires@mihe.vic.edu.au](mailto:enquires@mihe.vic.edu.au)

W: [www.mihe.vic.edu.au](http://www.mihe.vic.edu.au)

### Admission

150 High Street, Preston, VIC  
3072

T: 1300 220 331 / 03 9276 0998

[admissions@mihe.vic.edu.au](mailto:admissions@mihe.vic.edu.au)

### Student Welfare Support

150 High Street, Preston, VIC  
3072

T: 1300 220 331 / 03 9276 0998

[studentwelfare@mihe.vic.edu.au](mailto:studentwelfare@mihe.vic.edu.au)

### Academic Support

150 High Street, Preston, VIC  
3072

T: 1300 220 331 / 03 9276 0998

[academicsupport@mihe.vic.edu.au](mailto:academicsupport@mihe.vic.edu.au)

### IT Support

150 High Street, Preston, VIC  
3072

T: 1300 220 331 / 03 9276 0998

[ithelp@mihe.vic.edu.au](mailto:ithelp@mihe.vic.edu.au)

### Library Support

150 High Street, Preston, VIC  
3072

T: 1300 220 331 / 03 9276 0998

[library@mihe.vic.edu.au](mailto:library@mihe.vic.edu.au)

### Complaint & Appeal

150 High Street, Preston, VIC  
3072

T: 1300 220 331 / 03 9276 0998

[admin@mihe.vic.edu.au](mailto:admin@mihe.vic.edu.au)

### Special Consideration

150 High Street, Preston, VIC  
3072

T: 1300 220 331 / 03 9276 0998

### Fee and Accounts:

150 High Street, Preston, VIC  
3072

T: 1300 220 331 / 03 9276 0998

## Emergency and Medical Services

MIHE has a strong component of international students who hail from different countries worldwide, creating a dynamic, multicultural community. In Student Administration, you'll find our specialist team whose role is to support our international students on a wide range of matters.

**For serious or life-threatening Injury/Situation Call 000 Police/Fire/Paramedics/Ambulance. If an emergency call has been made, please notify the nearest staff member of the situation.**

## QUESTIONS ?

If you have any questions or concerns that haven't been answered in this handbook, you can submit an enquiry at <https://www.education.gov.au/esos-framework>.

## FIND OUT MORE AND CONNECT ON SOCIAL MEDIA

Study in Australia is the official Australian Government website for international students. You can connect with it through:

- Website: <https://www.studyinaustralia.gov.au/>
- Facebook: <https://www.facebook.com/studyinaustralia>
- Twitter: <https://twitter.com/futureunlimited>
- YouTube: <http://youtube.com/afutureunlimited>