

HOLMES INSTITUTE



Faculty of Higher Education

Student Handbook 2021

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Important Notice

This Handbook contains vital information for all prospective and current students regarding studying at Holmes Institute. The Student Handbook contains important information on students' enrolment, assessments including examinations, grading system and graduation as well as details on support and assistance available to students during their studies.

Information in this handbook was correct at time of publication, and is subject to change. Holmes Institute reserves the right to amend or modify contents of the Handbook and will endeavour to effectively communicate changes to students as they occur.

1. Introduction

1.1 Welcome from the Executive Dean

Welcome to the innovative Undergraduate and Postgraduate degrees offered by Holmes Institute. You are joining a special group of students that have come before you. You will continue to set the standards for those following in your footsteps, and a rapidly growing number of our Holmes Institute alumni.

Holmes Institute has an enviable reputation for excellence in Higher Education. Our academic and administrative team is dedicated to deliver personalised support and guidance to each student following our motto to *INSPIRE – ACHIEVE – ENGAGE*.

As the Executive Dean, I have been personally involved in the development of the contemporary degree courses at Holmes Institute from the initial planning stage until now. Committed to continuous improvement, we evaluate outcomes based on student and industry feedback on a regular basis. As part thereof I visit all campuses each trimester, where I meet with individual students to discuss any matters related to their studies.

At Holmes Institute, we are determined to maintain the highest standards of university equivalence in all courses on all our campuses. All faculty members are highly qualified and engage in scholarly, creative and/or professional activities that are of benefit to our students as well as the wider community.

I welcome you to Holmes Institute and wish you well with your studies. In partnership we can achieve rewarding results. Let hard work and not good fortune be the major factor in determining the learning outcomes of this, your very own journey! Thank you for your decision to join Holmes Institute.

Professor Paul A Ryder, BA (Hons.), PHD (UQ), FAIM, FANZAM
Executive Dean, Holmes Institute

1.2 Welcome to the Faculty of Higher Education

Holmes Institute Faculty of Higher Education offers business and information systems courses that combine discipline-based excellence with practical application. Holmes Institute operates on campuses in Melbourne, Sydney, Brisbane, and the Gold Coast and offers the following degrees:

- ❖ Bachelor of Business
- ❖ Bachelor of Professional Accounting
- ❖ Bachelor of Information Systems
- ❖ Bachelor of Fashion Business
- ❖ Graduate Diploma in Business
- ❖ Master of Business Administration
- ❖ Master of Information Systems
- ❖ Master of Professional Accounting
- ❖ Master of Business Administration (Professional)

Details about the courses and members of the faculty can be found on the faculty's home page at www.holmes.edu.au.

The Degree programs of Holmes Institute focus on:

- ❖ Lifelong Learning
- ❖ Communication Skills
- ❖ Critical Thinking,
- ❖ Ethics and Social Responsibility
- ❖ Community Engagement
- ❖ Digital Literacy
- ❖ Cultural Competency
- ❖ Teamwork

1.3 Student Charter

The Student Charter helps you to perform your best by stating what you can expect as a Holmes Student and what we expect of you.

Holmes responsibilities:

1. Provide teaching practices that facilitate engagement and communication between students, their peers and lecturers, and the ongoing development of the Holmes Graduate Attributes;
2. Treat students with respect and take seriously the time and financial commitments made by students to undertake study.
3. Provide a safe, supportive and sustainable environment that challenges and empowers students.

4. Recognise, celebrate and support the diversity of students and staff on each campus.
5. Reject discrimination and harassment.
6. Expect and model academic integrity and honesty.
7. Provide all relevant information to inform students' selection of programs.
8. Maintain effective systems of communication with students and provide timely and accurate information about students' progress, programs and services.
9. Reflect on our practice, respond to feedback and continually improve the services and experience Holmes delivers to students.
10. Address problems and complaints fairly and promptly.
11. Support student organisations and include student voices in decision making.
12. Champion independent thought, freedom of speech and free intellectual enquiry.

Student responsibilities:

1. Be fully committed to your own learning, the decision you take in relation to it, and the challenges involved.
2. Work with honesty and integrity.
3. Give and receive feedback about your experiences and participate in continuous improvement processes.
4. Treat all members of the Holmes community with respect.
5. Be aware of and uphold their responsibilities following Holmes' policies and procedures.
6. Value the diversity of students and staff.
7. Reject discrimination and harassment.
8. Champion independent thought.
9. Respect Holmes' facilities and resources, relevant policies and follow safety and security advice.
10. Provide up to date, accurate and timely student information when required.
11. Accept responsibility for decisions made about courses and program choices.

1.4 Who's Who at Holmes Institute?

FACULTY OF HIGHER EDUCATION – ALL CAMPUSES				
Professor Paul Ryder Executive Dean	Dr Anja Michaela Fladrich Dean, Operations	Professor Paul Hawking Dean, Academic	Professor Peter Schmidt Chair of Academic Board	Professor David Robinson MBA Course Convenor
Amir Gholami MPA Course Convenor	Dr Anh Le Associate Dean, Operations, BBus Convenor	Andre Houang BPA Course Convenor	Assoc. Professor Paul Darbyshire BIS and MIS Convenor	Mark Walsh BFB Coordinator
David Amore Williams Manager Learning Technologies	Cerie Jinno Manager Student Engagement			
CORE FACULTY – ALL CAMPUSES				
Dr Lucy Ferdous Senior Lecturer, Auditing	Dr Hani Alagha Senior Lecturer Accounting	Dr Phuong Duong Senior Lecturer Finance	Dr Mohamed Elyas Lecturer Information Systems	Dr Shuiyin Liu Lecturer Information Systems
Dr Khokan Bepari Senior Lecturer Accounting	Dr Mahmoud Moussa Lecturer Management	Dr Sudarshan Chalise Lecturer Management	Ms Katherine Joy Vega Lecturer Accounting	Dr Osama Dandash Lecturer Information Systems
Dr Ronald Muchelo Lecturer Statistics	Mr Jonathan Temporal Lecturer Law	Dr Lusiana Kanainabogi Lecturer Accounting	Dr Lucy Ferdous Senior Lecturer Auditing, Accounting	Dr Niroshhani Kumari Senior Lecturer Finance, Statistics
Dr Afrooz Purar Lecturer Information Systems	Dr Ronald Wakereza Lecturer Economics	Iral Scholten-Castillo Lecturer Marketing	Dr Habib Ur-Rehman Senior Lecturer Accounting	Dr Shikha Luchmun Lecturer Management & Intl. Business
CORE ADMINISTRATION – ALL CAMPUSES				
MELBOURNE	SYDNEY	BRISBANE	GOLD COAST	
David Mustafa Campus Director	Rob Relton Campus Director	Terry Malone Campus Director	Bailey Eder Campus Director	

Please note: Should you wish to contact any of the Holmes staff members via email, please only use your Holmes student email account. Emails from personal email addresses may be filtered and blocked and not reach the intended recipient. For your student Webmail, please see *1.5.3 Holmes Institute Student Webmail*. All faculty and staff are available for students in person during their published student **consultation hours**. These are available on Blackboard and also on display at each campus. Please note that changes to the consultation hours as a result of online delivery. Please refer to the unit specific Drop In Sessions and Discussion Boards.

1.5 Student Support Services at Holmes Institute

All staff at Holmes Institute are committed to assisting you to make your study a rewarding experience. If you require any assistance with your personal or academic needs, make an appointment to see the Campus Director or Academic Support Officer on your campus. Our staff can assist you in accessing the help you need. Student support services offered by Holmes Institute staff is provided at no additional cost to students. **NOTE: Students are obliged to provide us with their current address, contact details and emergency contact details.**

1.5.1 Contact Details

	MELBOURNE	SYDNEY	BRISBANE	GOLD COAST
Address	185 Spring St Melbourne VIC 3000	91 York St Sydney NSW 2000	1/171 Elizabeth St Brisbane QLD 4000	Level 2, Circle on Cavill, 3184 Surfers Paradise Blvd, Surfers Paradise QLD 4217
Phone	03 9662 2055	02 9299 1400	07 3211 4188	07 5592 5477
Email	melbourne@holmes.edu.au	sydney@holmes.edu.au	brisbane@holmes.edu.au	goldcoast@holmes.edu.au
International Student Contact	Mr David Mustafa: Campus Director Email: dmustafa@holmes.edu.au	Mr Rob Relton Campus Director Email: rrelton@holmes.edu.au	Mr Terry Malone Campus Director Email: tmalone@holmes.edu.au	Mr Bailey Eder Campus Director Email: beder@holmes.edu.au
24 Hour Emergency Contact	0413 750 066	0413 758 861	0413 758 869	0413 758 862

1.5.2 Who to Contact?

Studying in higher education presents many experiences and challenges. These might involve academic, personal and/or professional issues. At Holmes Institute, we have a range of people who can help you with various challenges on every campus. The following table identifies contact points should you require any support.

SUPPORT REQUIRED	WHO TO CONTACT
Academic Probation / Mentoring	Academic Support Officers
Accommodation	Holmes Institute Home Stay
Blackboard Online Learning	BBhelpdesk@holmes.edu.au
Special and Disability Needs	Campus Directors
Employment and Careers	Dean Operations
Enrolment - online	lunahelpdesk@holmes.edu.au , Hello@holmes.edu.au
Enrolment - at campus	Student Services Department
Assessments (general questions)	Hello@Holmes.edu.au
Financial Issues	Campus Directors
IT, Computers, Student Webmail	IThelpdesk@holmes.edu.au
LUNA	lunahelpdesk@holmes.edu.au
Personal Issues	Student Support and Engagement Manager, Campus Directors
ProQuest Database	- during online delivery please contact your lecturer or email Hello@Holmes.edu.au

Study Skills	Student Engagement
Visa Issues, CoEs etc.	Hello@Holmes.edu.au

1.5.3 Holmes Institute Student Webmail

As a student enrolled in Holmes Institute Faculty of Higher Education, you have been assigned a unique email address (Holmes Student Webmail) and a computer account to log onto Holmes IT facilities including Local Area and Wireless Networks on each campus. **Students are required to use only this email address to communicate with Holmes staff.**

Once enrolled, your account and email address will be created automatically. You will be given instructions on how to log on to Holmes computers available in labs and the Resource Centre with the initial passwords and how to access your email. More information can be obtained from the IT Office. Your Holmes Institute email address is of the following format:

<Student ID>@MY.Holmes.edu.au

You can access your **cloud based** email at **Microsoft Office 365 portal** from any internet connected computer either from within the campus or from outside. The Web Address **for the portal is: <https://portal.office.com>**

Please use your full email address and i.e. **<Student ID>@MY.Holmes.edu.au** and **your password to gain access to your student emails.**

Please note:
As soon as you enter your full email address, the branding on the Office 365 portal page will change to reflect Holmes Institute

1.5.4 Holmes Institute Blackboard

As a student enrolled in Holmes Institute, you will also have access to the Learning Management System called Blackboard. As your online learning platform, Blackboard allows you to access your course learning materials, submit assessments, view your assessment results, view unit-specific as well as general announcement related to your studies at Holmes Institute. You will also have access to the forms you may need during your course of study when requesting such as reducing/increasing your study load, extending your course, special consideration etc. It is recommended, and expected, that you login and use Blackboard frequently.

To login to Blackboard, simply go to the Holmes website at www.holmes.edu.au, and click on the student login tab. Alternatively, you can also access Blackboard directly via <https://holmes.blackboard.com/>.

- ❖ Your Blackboard username is your student ID, e.g. ABC1000.
- ❖ Your Blackboard password is your date of birth, i.e. 15/01/1998

1.6 Academic Calendar

2021	Trimester 1
15 – 19 Mar 2021	Orientation Week (New Students only)
05 Mar 2021	Last date for fees payment (continuing students only)
22 Mar 2021	Trimester 1 Lectures begin
26 - 28 Mar 2021	Trimester 3.2020 supplementary and deferred assessments
12 Apr 2021	Census Date*
12 June 2021	Trimester 1 Lectures end
16 – 26 June 2021	Final Assessment Week
26 June 2021	Trimester 1 ends
12 July 2021	Publication of results
26 June – 12 July 2021	Holidays
2021	Trimester 2
12 – 16 July 2021	Orientation Week (New Students only)
02 July 2021	Last date for fees payment (continuing students only)
19 July 2021	Trimester 2 Lectures begin
23 - 25 July 2021	Trimester 1.2021 supplementary and deferred assessments
09 Aug 2021	Census Date*
09 Oct 2021	Trimester 2 Lectures end
13 – 23 Oct 2021	Final Assessment Week
23 Oct 2021	Trimester 2 ends
08 Nov 2021	Publication of results
23 Oct – 08 Nov 2021	Holidays
2021/2022	Trimester 3
01 Nov 2021	Last date for fees payment (continuing students only)
08 Nov 2021	Trimester 3 Lectures begin
01 Dec 2021	Census Date*
12 - 14 Nov 2021	Trimester 2.2021 supplementary and deferred assessments
19 Dec 2021– 9 Jan 2022	Lecture Recess
10 Jan 2022	Trimester 3 resumes
19 Feb 2022	Trimester 3 Lectures end
19 – 26 Feb 2022	Final Assessment Week
14 Mar 2022	Publication of results

2. Teaching and Learning at Holmes Institute

Holmes Institute takes pride in providing you with an inspiring, supportive and personalised learning environment and experience. All our programs at degree level have been carefully designed and are delivered in such a way that supports our philosophy, namely to **INSPIRE – ACHIEVE – ENGAGE**. In this section we provide you with important information on your enrolment, the resources and tools available to you to excel in your studies. Please read these carefully, and contact your lecturer or Student Administration should you have any questions.

2.1 Unit Enrolment

For all degree courses, Holmes Institute offers its students a large range of core units (compulsory for students to study) and elective units each trimester. Holmes Institute reserves the right not to offer any unit for which the requirements of a viable student cohort are not met. While the institute will make every effort to find an alternative, students may be required to enrol in other options or complete the unit in a subsequent trimester. The intended unit offering for the entire academic year is usually available for students on Blackboard.

2.1.1 Regular/Standard Enrolment

In order to complete their studies within the expected duration of study and ensure that the units are available for students to progress in their degree course, students are required to enroll in a regular or standard study load of four units per trimester, at times also referred to a 'full' study load. All students need to enroll in their units by accessing the LUNA student portal.

2.1.2 Irregular Enrolment

In exceptional circumstances, a student can apply for an irregular enrolment. An irregular enrolment is an enrolment of more, or less, than the regular/standard study load, namely either a **Study Overload** or a **Reduced Study Load**. Either Study Overload or Reduced Study Load may affect their course duration. Make sure you read and understand the Holmes' Completion Within Expected Duration of Study Policy and Procedures before you lodge an application.

2.1.2.1 Study Overload

Students who have successfully completed all but one trimester and who have demonstrated solid academic performance in their degree course (i.e. they have not failed any unit and maintained a Credit average), can apply for a study overload. A study overload is restricted to any student adding one (1) additional unit and thus studying a maximum of five (5) units per trimester. This study mode is only available to students in their last trimester to complete their degree course, and only applies where the units are offered in the respective trimester. Students who wish to apply for a Study Overload should enroll in the standard study load of four (4) units and submit the completed Application Form of Increasing Study Load to Student Administration as soon as possible. The Form can be accessed on your Blackboard.

2.1.2.2 *Reduced Study Load*

In certain circumstances, students may be considered for a reduced study load, i.e. to enroll in no less than three (3) units per trimester. Students requesting a reduced study load need to remember that this may entail that a unit they wish to study in the future may not be available, and that they may need to extend their course duration and hence student visa as a result, where applicable.

In order to be considered for a reduced study load students need to first enroll in the regular/standard study load of four (4) units via the LUNA student portal. Once all units have been selected, students may then apply for a reduced study load. This approach ensures that students secure a place in the units to be studied and are not disadvantaged by missing out on units should the request be rejected.

In applying for a reduced study load, students need to submit the completed Application Form of Reducing Study Load that explains the reasons for seeking approval for a reduced study load. Please note that these reasons must demonstrate why students are unable to complete the regular/standard study load for the respective trimester. To support their request, students should attach the completed Form any documents (such as medical records as one example,)), that support their application. Where applicable, academic issues, i.e. unsatisfactory academic performance or progress, should be noted in the application. The Form can be accessed on your Blackboard.

If the reasons for requesting a reduced load are based on medical grounds, a doctor/specialist must outline a formal treatment plan to assist with the student's recovery as well as the number of classroom hours the student would be able to participate in on a weekly basis. Should the medical matter be considered severe and prevent the student from studying the regular trimester, the request may not be approved and the student may be directed to apply to suspend/defer their degree course whilst undertaking treatment. Any of the above-mentioned supporting documents need to be attached to the Application Form as PDF or JPEG files; embedded images cannot be accepted for consideration.

Students please note: requests for a reduced study load must be finalised prior to the **Census Date** of the respective trimester. Once the completed request for a reduced study load has been received, we endeavour to advise the student of the outcome of the request within 10 days of receipt of the request. Should the request be approved, we will advise the student on the process to withdraw from the units they do not wish to pursue.

2.2 Unit Outlines

For each unit, a unit outline is provided that contains information regarding the unit, which includes but is not restricted to:

- ❖ Unit pre-requisites, unit weight and mode of delivery;
- ❖ Information on how to contact lecturers;
- ❖ Unit description and unit learning outcomes;
- ❖ Unit resources and syllabus; overview of tutorials and e-learning activities;
- ❖ Student assessment task information.

In order to be well prepared for class, students need to download the unit outline for the units they are enrolled in from Blackboard at the beginning of each trimester. For additional information please contact your lecturer in class or during consultation hours.

2.3 Unit Resources, **Textbooks and Reading Materials**

Most units have now references to open education resources available for students to access at no cost. In a small number of units a recommended textbook and readings may still be included for your reference. You should consult the recommended open education resources, textbooks and other reading material listed regularly throughout the trimester as this will enable you to benefit most from your lectures and tutorials. Where applicable, textbooks are available from all large book retailers, including online suppliers that usually sell books to students on presentation of their student ID at a discount of at least 10 %.

Note: Fashion Students

Some units within the Bachelor of Fashion Business require you to purchase additional equipment – this is detailed in the unit outline.

2.4 **Teaching Approaches**

At Bachelor and Master level students have access to three hours of class interaction. Students have access to one hour of recorded lecture and two hours of tutorial. The later tutorial sessions are designed to allow students to apply their knowledge acquired from listening to the online lectures, engage in class discussions and in-class problem solving activities under the guidance of the lecturer. We strongly encourage you to engage with other students, the lecturer and/or tutor including asking questions and making comments.

2.4.1 Online Recorded Lectures

We provide students will one-hour online recorded lectures, which they can access via Blackboard at their convenience. Having listened to the online lecture recording will allow you to gain more benefit from the tutorial sessions. It is likely that you will experience difficulties in following the tutorials unless you have engaged with the lecture recording. Unit learning material is cumulative, so if you do not listen to and understand the early unit content and lectures you may find it difficult to follow the later one. In addition to the lecture recordings, students are encouraged to consult the open education resources and read widely on the topic and do additional research outside class.

2.4.2 Online and on campus Tutorials

Throughout 2021, tutorials are held online via Blackboard Collaborate as well as on campus, depending on state government potentially restricting access to your campus. Unless specified otherwise, tutorial questions and exercises for each week of teaching are stated in the unit outline. You are expected to familiarize yourself and attempt these questions and/or exercises before and/or during the tutorial. Tutorials and their exercises are usually based on the material covered in the respective lecture recording. During tutorials you are expected to participate in class discussions and exercises. Students will be able to check solutions to the

tutorial work and clarify any outstanding issues with their tutor during the tutorial or via the Discussion Board. In support of your studies, we make tutorial recordings available for students to access at their convenience. The recordings are available via Blackboard.

NOTE: Fashion Students

Some units within the Bachelor of Fashion Business may vary from this lecture/tutorial structure. This is detailed in the unit outline and may change with online delivery, where applicable.

2.5 Holmes Institute Class Etiquette – on campus and online

- ❖ Where you access any classes on campus, please do not take any food or drink into the classrooms. There are designated areas where you can eat and drink on each campus; mobile phones must be turned off or switched on silent mode during lecturers and tutorials. Students cannot take any calls during class;
- ❖ The use of laptops and mobile devices is encouraged for related classes, and for additional research, but not to listen to music, send private emails or access social media.
- ❖ All classes start on the hour and as common courtesy to the lecturer and/or tutor, you are expected to arrive in class on time - preferably 5 minutes prior to commencement. It is at the discretion of the lecturer/tutor to allow students to enter class after more than 10 minutes. The same courtesy of being on time applies to online tutorials.

All students are required to show consideration and respect for other students at all times; any student behaviour that disadvantages other students' learning is not tolerated at Holmes Institute, this applies to online and on campus classes

2.6 Student Attendance

Regular listening to recorded lectures and participation in tutorials, workshops and seminars is strongly recommended. You may find it difficult, if not impossible, to learn from this course or obtain a passing grade, without having listened to lectures or without having participated in tutorials, workshops and seminars on a regular basis. You are expected to be in class at the beginning, and remain until the end unless you have previously discussed your absence with the lecturer and/or tutor. Where you attend an online tutorial, kindly follow the tutor and indicate your student ID or name as well as use the camera throughout the class. If you are unable to attend a class session, we recommend you access the recordings available for you on Blackboard. You are encouraged to let your lecturer know in advance where you know you cannot attend, as this is correct business/ professional etiquette.

NOTE: International Students

We understand some material presented in lectures and tutorials may sometimes be difficult to comprehend for students who speak English as an additional Language. We required, ask your lecturer for clarification rather than use an electronic dictionary as it is more than likely that you are not the only student in class having difficulty. This can be done using the Discussion Board.

2.7 Academic Support and Workshops

Some students face some sort of challenge during their studies, and may find it difficult to juggle priorities, commitments and deadlines. We appreciate the pressure and stress that this can cause and endeavour to help you to succeed in your studies. You have the opportunity to seek advice and guidance from the academic team or academic mentors or contact the Academic Support Officer. In addition, Holmes Institute offers regular online Academic Workshops to support students in their studies.

2.7.1 Academic Support and Mentoring Program at Holmes Institute

The Student Engagement Office under guidance of the Manager Student Support is available to discuss issues you may be facing with your studies, lectures or any other challenges arising in your personal life affecting your studies. You can rest assured that any issues discussed in meetings with the Student Engagement Office are private and confidential.

The Student Engagement Office will arrange for you to get the support that you need by arranging a time for you to meet with them, an Academic Mentor, or directing you to the best service available to deal with your particular issue or challenge.

We encourage students to meet with members of the Student Engagement Office at least once per trimester after the first assessment tasks have been returned for additional feedback. This gives you an opportunity to flag any potential learning problems early and allows us to be able to best assist you to excel in your studies.

You may contact an Academic Mentor directly or via the Student Engagement Office or ask for a referral from your lecturer.

2.7.1.1 Academic Mentors

MELBOURNE

Amir Gholami

Academic Mentor BPA/MPA
agholami@holmes.edu.au

Dr Anh Le

Academic Mentor BBus
ale@holmes.edu.au

Assoc. Prof Paul Darbyshire

Academic Mentor IS
pdarbyshire@holmes.edu.au

SYDNEY

Andre Houang

Academic Mentor BPA, MPA
ahouang@holmes.edu.au

BRISBANE

Professor Paul Ryder

Academic Mentor BBUS/MBA
pryder@holmes.edu.au

Dr Khokan Bepari

Academic Mentor BPA, MPA
kbepari@holmes.edu.au

Dr Sudarshan Chalise

Academic Mentor MBA Mentor
schalise@holmes.edu.au

GOLD COAST

Professor David Robinson

Academic Mentor
drobinson@holmes.edu.au

2.7.2 Academic Support Program at Holmes Institute

Holmes Institute supports its students on their journey to becoming independent learners fostering students' critical thinking and problem solving skills. Regular academic support workshops are available to ensure students achieve their academic potential. These workshops are provided at no additional cost to the student and include study skill support and advice, such as how to interpret assessment questions, exam strategies and so on. Academic workshops are announced on Blackboard and where possible around campus and include:

- ❖ Critical thinking and problem solving skills
- ❖ Note taking and note making
- ❖ Effective reading and oral presentations
- ❖ Developing an academic argument
- ❖ Performing better in exams
- ❖ Academic writing and referencing
- ❖ Research skills

2.7.3 Academic Guidance

Holmes also offers individual academic counselling to students seeking additional assistance. A team of qualified and highly experienced Academic Mentors are available to students and students are encouraged to take advantage of Academic Mentors availability (making an appointment will ensure the support you get is tailored to your individual needs). Areas of Academic Guidance include:

- ❖ Study-Work Balance
- ❖ Study Load and Course Progress
- ❖ Overcoming Presentation and Exam Anxiety
- ❖ Study skill issues
- ❖ Further education questions

Contact your lecturer, Academic Support Officer or the Academic Mentor on your campus for further academic support. Individual support to students is available by appointment.

2.7.4 Monitoring Course Progress

Holmes has detailed procedures to monitor the course progress of each student and to initiate intervention strategies where required (refer to Monitoring Course Progress Policy and Procedures – Higher Education).

2.7.5 Academic Intervention

The intervention process will be initiated by a written notification to each student identified as 'at risk', requesting them to meet with the Academic Support Officer to discuss and implement the intervention strategy by completing an Academic Probation Contract to address past or present issues impairing the student's progress and/or referral to support

services provided by Holmes. This Intervention Strategy aims to ensure the student's future academic success.

An Intervention Strategy may include:

- ❖ Access to academic support as outlined in the Academic Probation Contract
- ❖ Discussion of the student's suitability in studying a particular course
- ❖ Agreement on revised study plan
- ❖ Referral to internal or external personal guidance counsellors
- ❖ Ongoing monitoring of the student (such as, for example, compulsory meetings with staff)
- ❖ A recommendation that a period of deferral or temporary suspension of studies be taken
- ❖ Any other support mechanisms that Holmes and the student reasonably determine.

The Intervention Strategy will outline information regarding implications of ongoing unsatisfactory course progress, and Holmes' complaints and appeals process.

3. Student Assessments

At Holmes Institute, students' academic performance and progress are assessed in a continuous manner using various forms of assessment including but not limited to class tests, presentations, case-study analysis, applied questions and calculations.

3.1 Unit Requirements

For each unit the unit requirements and assessments are outlined in the **Unit Outline** or **Course Handbook** available in the Unit Information section on Blackboard (accessible via the Holmes Institute website www.holmes.edu.au). It is the responsibility of you as a student to read the Unit Outline or Course Handbook of the unit/s and course you are enrolled in carefully, and to know when your assessments are due. If you are unsure about the due date of any assessment, or have compelling reasons for an extension (special consideration), please contact your lecturer and/or tutor. The Special Consideration Form can be accessed on your Blackboard. To be eligible to pass each unit, you are required to obtain an accumulated average of 50% for all components within a unit.

3.2 Student Participation, In-Class and online Activities

Your attendance at all scheduled classes is expected, but not compulsory. It is by attending and actively participating in tutorials and workshops that you will benefit most from the course. Whilst lectures will provide the basis of the knowledge required to successfully complete the course, it is the tutorials and workshops that form fora for discussion, the sharing of ideas and the reinforcement of the material presented in the lectures.

Holmes Institute is committed to work with you on your educational and career objectives. It is likely you will achieve better results if you, interact with:

1. your lecturer and/or tutor

2. your fellow students, and
3. learning materials. These include open educational resources, textbooks, other print and online sources available through Blackboard and the Resources Centre on each campus, where and when applicable.

Please consider that it is difficult to learn without maintaining regular attendance. To support your studies, Holmes Institute lectures, tutorials and workshops are designed to be interesting, fun, and relevant to preparing you for your career. In addition, studying with others is the best way to make lifelong friendships and start important professional relationships; it also contributes immediately to your motivation and performance.

3.3 Assignment Submission

Unless specified otherwise, students are required to **submit all assignments electronically** using a computer and uploaded to Blackboard via **SafeAssign**. Unless advised otherwise by the lecturer or tutor, font size 12 (Arial or Times New Roman) and double spacing should be used for all written assignments. Assignments cannot be uploaded as a PDF file.

Using SafeAssign, students accept full responsibility for their submission and understand that they are required to disclose any assistance or data received by any third party. Students also understand that they cannot submit any work that has previously been submitted for assessment for any other unit or degree, at Holmes Institute or at any other educational institution.

There are some units that have alternative submission requirements. These will be detailed in the unit outline. Where applicable, the hard copy of the assignment will be returned by the lecturers with appropriate comments and details of results, usually using an assessment criteria sheet. The electronic copy may be used to check that your work is original compared to online sources and other students' submissions;

Please note that, unless specified otherwise:

- ❖ No component of assessment will count for more than 50% of final mark, with the exception of units with a designated research project;
- ❖ Non-invigilated assessment pieces for which students might utilise editorial support will not account for more than 50% of the final mark, except in units with a designated research project;
- ❖ Unless written approval for an extension is obtained from the lecturer or medical conditions are evidenced, late submission of assignments will carry a penalty for every calendar day past the due time and date of 5% of the value of the assessment, starting immediately after the deadline. No assessments may be accepted after 14 calendar days of the due date or the end of the trimester for assessments due later in a trimester.
- ❖ For some units, you will complete team or group assessment items over the duration of the course. A penalty may apply for students who fail to complete team or group assessment requirements, such as non-attendance of group meetings, absence from tutorials dedicated to group assignments, non-participation in group presentations, and any other such behaviour that jeopardises team or group performance. When necessary, your lecturers may re-

distribute marks within a group based on individual member contributions. Unless advised otherwise, students who submit a group assessment individually may incur a penalty. Students should confirm details with their lecturer.

3.4 Class Presentations

Where class presentations form part of the assessment, the criteria for marking are usually set out in the Assessment Guidelines and discussed by the lecturer in class. If fellow student ratings are to be considered as part of the assessment for the unit, the criteria will be reproduced on a marking sheet given to every member of the class each time a class presentation is made. During online delivery, students may be asked to record and upload or given live presentations. Please enquire details of any presentation for your unit/s with your lecturer.

Marks awarded by students may or may not be used to determine the mark given to the student; the sheets will be kept by the tutor and used as part of any reassessment requested by the presenter. Where the class presentation is 20% or less of the aggregate mark for the unit, these review procedures are advisory only. Reviews may be conducted by considering the class presentation marks in the context of marks for all other pieces of assessment.

Lecturers usually allocate a specific time for you and other students to present. It is important that students present during the time allocated. Should you not be able to present at the allocated time, you need to consult with your lecturer for an alternative arrangement. Failure to present during the allocated time may result in penalties, including that you may not be able to present at all.

3.5 Tests and Final Examinations and Assessments

No test is worth more than 30% of the assessment in a given unit and will not be held in the two weeks prior to a formal final examination or final assessment period. If you fail to attempt the test for a particular unit during the stipulated period because you were unwell, you may be given the opportunity to take an online test or have the weight of the class test added to the final examination, provided that you submit the **Special Consideration Form** within three working days.

Unless exceptional circumstances, no formal, final examinations and final assessments (except for deferred or supplementary examinations and assessments) should be held outside the periods prescribed as the end-of-year examination periods. Formal examinations are “invigilated” which means they are supervised under strict conditions. Students are reminded that they are required to sit examinations at the scheduled time. The specified examination periods in March, June/July, November and January, are clearly stated in the Academic Calendar and are regarded as part of the academic year. Students are expected to be present to sit examinations in those periods. Holmes Institute endeavors to make the final examination or assessment timetable available to students via Blackboard at least two weeks prior to the final examination or assessment due date, if not earlier, to allow students to make necessary arrangements. Final examinations and assessments will also be held – and are due – on weekends and/or evenings.

Deferred and supplementary examinations and assessments are usually held in Week 1 of the following trimester. The Faculty of Higher Education reserves the right to schedule the

deferred and supplementary examinations and assessments at a different time if required. Deferred and supplementary examinations and assessments are usually held – and due - on weekends and/or evenings.

Dates for all tests and final examinations and assessments are available from the Unit Outline, Academic Calendar, and usually from Blackboard announcement closer to the examination or assessment period. It is your responsibility to check Blackboard, and any announcements via email or the student notice board on campus for any changes or additional announcements. Students eligible for a supplementary and/or deferred examination and assessments may not be notified in a separate email and should attempt the examination as per schedule announced on Blackboard.

If you suffer from a medical condition or any circumstance that prevents you from undertaking an examination on that day, you need to fill in the **Special Consideration Form** (the form can be downloaded from Blackboard) and obtain a medical certificate from a registered doctor; where applicable, submit additional relevant supporting documentation. The Special Consideration Form needs to be presented to, and completed by a doctor who prepares the medical certificate. The signed copy of the completed form along with the original medical certificate then needs to be submitted to Student Services within three (3) working days of the day of the class test or examination to be considered. **Please note that we cannot consider late submissions. Moreover, we cannot accept medical certificates that are not supported by a completed and signed Deferred Assessment Application Form attached to it. Medical certificates for acupuncture, reflexology, Chinese medicine and/or other alternative therapies are NOT recognised as valid reasons for missing class tests or final examinations and are thus not accepted. Furthermore, please note that religious or faith-based issues are also not in themselves grounds for special consideration, although they may be used to support an application on other, valid grounds.**

Students cannot bring in any unauthorised items into a test and/ or examination room, this includes but is not limited to any writing paper, mobile phones, wrist and handheld smartwatches, smart devices of any form or any other unauthorised material. Please refer to the Unit Guide and exam procedures for further information.

For any invigilated test or examination, you need to bring your Holmes Institute student identification card **and** one other form of photographic identification, which should be displayed for the duration of the exam. Students without two forms of ID and/or photographic ID may not be eligible to sit the examination or test.

If during invigilated examinations and in the opinion of an Invigilator, a candidate's behaviour, dress, or appearance is such as to disturb or distract any other candidate or is otherwise improper, the supervisor may require that candidate to leave the examination room. If the candidate does not immediately leave the examination room, the candidate may be dealt with under Holmes' Academic Misconduct processes.

3.6 Assessment Feedback and Grades

To allow you to monitor your academic progress, you will be informed of your performance in the assessments of all unit/s you are enrolled in. Online Formative Assessments are usually

available in each unit. This type of assessment does not contribute to your final grade but provides you with feedback about your progress in the unit.

Marks for continuous assessments are posted on Blackboard via the Grade Centre as soon as possible, usually within two weeks of the due date. Final/overall results are published in the student management system, LUNA (see Section 1.6. Academic Calendar for publication of results; Section 3.7 for Grading Distribution). Students who have failed to attempt, or failed, the first assessment will be contacted by the Student Engagement Office. Student Services (or nominee).

The outcome of deferred and supplementary assessments are communicated to students as soon as possible, usually no later than two weeks after the submission date. Deferred and supplementary assessment results are published in the student management system, LUNA.

Students are able to obtain feedback on their performance and consult regarding their assessments. Enquiries about assessments should be directed to the lecturer or tutor as soon as the result is available, but no later than two weeks after the publication of results for these assessments.

Feedback on assessments can be obtained from Blackboard and then further enquiries can be directed to the Unit Coordinator within 2 weeks of the release of the results. Requests outside of the feedback periods outlined above can only be considered with the approval of the Dean Academic.

3.7 Standard Grading System and Distribution

The Faculty of Higher Education at Holmes Institute uses the following Grading System and Distribution. Should you require any more information or have any question, please contact your lecturer accordingly.

GRADE	LETTER	GRADE EXPLANATION
High Distinction	HD	80% and above
Distinction	D	70 – 79%
Credit	CR	60 – 69%
Pass	P	50 – 59%
Faculty Pass*	FP*	Awarded by the Dean Academic in exceptional circumstances*
Fail	NN	0-49% - student did not meet the standard required according to the learning outcomes in the Unit Guide
Supplementary Assessment (temporary grade)	NS	40-49% - Student granted a supplementary assessment upon meeting the supplementary criteria
Deferred Examination (temporary grade)	ND	Student officially awarded a deferred examination

Fail	NR	Student did not submit any work according to the schedule in the Unit Outline
Fail	NX	Student did not attempt a supplementary assessment
Result Withheld	RW	Student granted an extension to submit additional assessments/work
Result Withheld	WH	Student has outstanding fees for non-return of Holmes Institute materials
After Census Withdrawal	AC	Withdrawal after census; no academic penalty but financial penalty applies
Credit Transfer	TC	Internal Credit Transfer

* A Faculty Pass (45/FP) may sometimes, and at other institutions, be referred to as a Conceded Pass. This grade will only be considered for students in their last trimester upon appeal.

Explanation of Letter Grade

- HD** Outstanding work which exhibits sophisticated understanding and critical synthesis, analysis and evaluation of the unit matter. While the work utilises opinions of others, judgements about the value of the unit matter are made and drawn together in an organised whole. Gaps in the unit matter might also be identified and the implications discussed.
- D** Substantial work of high quality, which demonstrates a clear understanding of the unit matter, in which the relationship between the constituent elements are identified clearly and discussed with some level of critical analysis. The work also applies abstract ideas in concrete situations.
- CR** Sound and competent work, which demonstrates a reasonable but not complete grasp of the unit matter. The work utilises recall and paraphrases the work of others concerning the unit matter. Some basic level of critical analysis is evident. Originality in the work is rarely evident.
- P** Work that demonstrates a satisfactory engagement with the unit matter such that the student is said to have a general understanding of the field. Provides an adequate basis for further study.
- NN** Did not meet the learning objective of the unit.

Note: For details about assessment, refer to the Holmes Assessment Policy and Procedures.

4. Faculty of Higher Education Study Skills

4.1 Guide to Academic Referencing

Referencing is a convention of academic writing that students must follow for several reasons, including:

- ❖ acknowledging the ideas, information, and words of others;
- ❖ enabling readers to judge your understanding and use of existing knowledge;
- ❖ avoiding accusations of plagiarism.

It is essential that students use a standard referencing style in their assignments – Holmes Institute uses the **Adapted Harvard Referencing** style.

4.1.1 Referencing Style

There are two parts to referencing:

- ❖ in-text citations
- ❖ list of references - for all assignments lecturers require a list of references rather than a bibliography.

In-text citations are used within your assignments whenever you use information from a source.

A reference list is usually the last page of your written assignment and is the list of sources that you have cited in your assignment.

4.1.2 In-text citations

- ❖ When you paraphrase or quote, always include the page number or page numbers in the in-text reference, placed after the year it was published.
- ❖ If you quote, enclose the text in double quotation marks: “ ”.
- ❖ If you quote more than one sentence, don't use double quotation marks around the quotation – instead, place the quotation on a new line and indent it from the left margin.
- ❖ If an information source doesn't have an author, the author detail is replaced by the title and is *italicised*.
- ❖ Unless a writer uses language that is particularly apt, it is a good idea to paraphrase – put the material into your own words – whenever you can. This shows that you are able to synthesise the ideas rather than merely repeat them.
- ❖ Please see examples in the table at the end of this document.

4.1.3 Reference List

The reference list should be in alphabetical order using either the author's surname or the names of the authoring bodies.

- ❖ The titles are used if the author's name is not known.
- ❖ The different details, or elements, of each citation are separated by commas. The whole citation finishes with a full stop.
- ❖ Please see examples at the end of this document.

4.1.4 Books

The details you must include in the entry are as follows and must be presented in this order:

1. Author(s) – either a person(s) or an organisation – or editor(s). Surname first, initial(s) next. No full stops or spaces are used between initials.
2. Year of publication.
3. Title – plus the subtitle, if there is one. Place a colon between the title and subtitle – both in *italics*; minimal capitalisation.
4. Title of series and volume number, if applicable.
5. Edition – only if this is not the first edition of the book. Edition is abbreviated to 'edn'.
6. Publisher.
7. Place of publication.

4.1.5 Articles from journals found in library databases

The details and order required are:

1. Author(s).
2. Year of publication.
3. Title of article – enclose in single quotation marks.
4. Title of journal – in *italics*, maximal capitalisation.
5. Volume and/or issue number. Volume number is given a prefix of 'vol.', issue number a prefix of 'no.'.
6. Page number(s), if they are included. Use the abbreviations p. for a single page, and pp. for a page range, example: **pp. 11-12**
7. Title of the database.
8. Date that you first viewed the online resource (day, month and year). Precede the date with the word 'viewed'.

4.1.6 Information from the web

Include as many of the following details in the entry as possible:

1. Author(s), editor(s), compiler(s) or organisation responsible for the website – if given.
2. If there is no clearly identifiable author, do not use the name of the Copyright owner. If there is no author, use the title, in *italics*.

3. Year the information was created or year of the most recent revision, modification or update. Use the Copyright date of a webpage if there is no date of creation. If a range of dates is given, use the latest date.
4. Title of document.
5. Name of the organisation hosting the webpage on their website.
6. Date that you first viewed the webpage (day, month and year). Precede the date with the word 'viewed'.
7. URL. The URL (website address) should be enclosed in angle brackets: < > .

STUDENTS, PLEASE NOTE: For the Adapted Harvard Referencing style, the following guidelines apply:

1. Reference sources in assignments are limited to sources which provide full text access to the source's content for lecturers and markers.
2. The Reference list should be located on a separate page at the end of the essay and titled: **References**.
3. It should include the details of all the in-text citations, **arranged alphabetically A-Z by author surname**. In addition, it **MUST** include a hyperlink to the **full text** of the cited reference source. For example:
P Hawking, B McCarthy, A Stein (2004), Second Wave ERP Education, *Journal of Information Systems Education*,
Fall, <http://jise.org/Volume15/n3/JISEv15n3p327.pdf>
4. All assignments will require additional in-text reference details which will consist of the surname of the author/authors or name of the authoring body, year of publication, page number of content, paragraph where the content can be found. For example:
"The company decided to implement a enterprise wide data warehouse business intelligence strategies (Hawking et al, 2004, p3(4))."



Non Adherence to Referencing Guidelines

Where students do not follow the above guidelines:

1. Students who submit assignments which do not comply with the guidelines will be asked to resubmit their assignments.
2. Late penalties will apply, as per the Student Handbook each day, after the student/s have been notified of the resubmission requirements.
3. Students who comply with guidelines and the citations are "fake" will be reported for academic misconduct.

SOURCE	IN-TEXT (PARAPHRASE)	IN-TEXT (DIRECT QUOTATION)	REFERENCE LIST ENTRY
Book with one author	Cash has emerged as the most popular method of payment for goods at street markets (Jones 2009, p. 36).	"As credit risk has increased, street market vendors are becoming very cautious making cash the preferred method of payment". (Jones, p. 36).	Jones, B 2009, <i>Alternate markets: an introduction</i> , New University Press, Melbourne.
Book with two authors	A student's performance will be influenced by many factors including their personality, their commitment and their ability to plan and focus. (Black & Brown 2010, p. 299).	Black and Brown (2010, p. 299) state that "a multitude of factors influence student performance such as: personality, commitment and ability to plan and focus".	Black, A & Brown, P 2010, <i>Successful students: common characteristics</i> , New University Press, Melbourne.
Book with three authors	There are some behaviours which are only displayed very rarely, making them hard to report (Black, Brown & White 2007, p. 36).	"Certain kinds of behaviour are difficult to observe because they occur only rarely" (Black, Brown & White 2007, p. 36).	Black, E, Brown, TD & White, RM 2007, <i>Animal behavior</i> , 6th edn, Advance Education, New Jersey.
Book with more than three authors	A handbook will contain essential data and procedures (Jones et al. 2009, p. 11).	Jones et al. (2009, p. 11) explain it this way: "A handbook provides crucial data and outlines procedures".	Jones, JC, Smith, WS, Harris, RA, Brown, RE, Martin, JT & Carter, BT 2009, <i>Documenting procedures: an introduction</i> , Newcastle, USA.
Book with an editor(s) and the contributing writers are identifiable.	The Olympics can bring together diverse groups and during that time differences are forgotten. (Shelley & Edwards 2010, p. 113).	According to Shelley and Edwards (2010, p. 113), "The Olympics provide an opportunity for people to come together as one".	Shelley, N & Edwards, D 2010, 'The Olympics and unity', in O Kane and I Crown (eds), <i>Peace Tourism</i> , Preston, Chesterville, pp. 99-117.
Book where an organisation is the author	Insurance must always be paid by the buyer if transport is by sea (International Business Chamber 2010, p. 105).	As for insurance is concerned, when transport is by sea "the onus falls on the buyer" (International Business Chamber 2010, p. 105).	International Business Chamber 2010, <i>IBC Conference 2010: new trade terms for China</i> , IBC Services, Paris.
ebooks	Lake Supreme receives large quantities water but due to the slow arrival of incoming water and the high evaporation rate, it seldom fills (Newton & Carter 2008, p. 147).	It has been explained that: "The high evaporation rates and distance, mean that it only fills after extremely high rainfall." (Newton & Carter 2008, p. 147).	Newton, F & Carter, I 2008, <i>Hydrology and water resources: case studies from Africa</i> , Aquatic University Press, ABC Ebook Library, viewed 6 May 2011.
Journal articles with an author (online)	China is likely to be the largest market for small cars by the end of this decade (Smith et al. 2010, p. 263)	Smith et al. (2010, p. 263) predict that "by the end of the decade the Chinese will emerge as the greatest buyers of small cars".	Smith, P, Jones, A, Brown, C & Black, M 2010, 'Small cars for the large population', <i>Advances in Marketing</i> , vol. 58, no. 1, pp. 257-269, Marketing Database, EBSCO, viewed 5 May 2011.
Journal articles with no author (online)	In the future libraries will have very few books and will be places where research is carried out online. (<i>Libraries of the future</i> 2008, p. 4).	"The modern library will no longer have the historical role of providing print materials. The new demand will be for digital resources and services" (<i>Libraries of the future</i> 2008, p 4).	'Libraries of the future' 2008, <i>Technology Week</i> , 10 March, p. 4, ABI/INFORM, Proquest, viewed 8 May 2011.
Article from a newspaper website	Travel to Mars might be a reality in the near future according to the latest scientific research (AFP 2010).	"Scientists now believe that travel to Mars might be possible within the next few years" (AFP 2010).	AFP 2010, 'New holiday destination', <i>The Age</i> , 8 May, viewed 8 May 2010, http://www.age.com.au/news/science/new-holiday-destination/storye6fr76854 .

4.2 Legal Referencing

4.2.1 Legal Citation

Correct legal citation is essential. Something as simple as the incorrect use of a bracket can change the meaning of the citation. In general terms the law comes from two sources; the decisions of courts in cases ('case law' or 'common law') and the legislation made by parliament ('statute law').

4.2.2 Citing Case Law

When citing case law, the name of the case should always be in italics. The first time you mention the case, you should include its full citation, for example; *Salomon v Salomon & Co Ltd* [1985] 2 Ch 232. However subsequent uses of the case need only use the name or if appropriate you can shorten the name of the case. For example; *Salomon v Salomon & Co Ltd* would become *Salomon's case*.

- ❖ Round brackets only mean the date of the case
- ❖ Square brackets refer to the volume of the reports
- ❖ No punctuation used in law reports details

Format of key elements for **case law**

Case name in full (in italics) (Year of the judgment) Volume no. Abbreviated name of the law reports series and first page numbers.

IN TEXT	REFERENCE LIST
<u>Case</u> Lord Buckmaster in <i>Donahue v Stevenson</i> [1932] AC 562) at 566 ...	Donahue v Stevenson [1932] AC 562.
It was the opinion of Mason, C.J. and Brennan, J. that (<i>Mabo and others v Queensland (no.2)</i> (1992) 175 CLR 1 at 2). The number after the word 'at' refers to the specific page number you are discussing.	<i>Mabo and others v Queensland (no.2)</i> (1992) 175 CLR 1.
<u>Case</u> (Amalgamated Society of Engineers v <i>Adelaide Steamship Co Ltd</i> 1920)	<i>Amalgamated Society of Engineers v Adelaide Steamship Co Ltd</i> (1920) 28 CLR 129.
<u>Direct quote from what the Judge says in a case</u> No punctuation	Judge's name, case [date] case citation page Cooke, J. in <i>Day v Mead</i> [1989] 2 NZLR 434.

4.2.3 Citing Legislation

When citing legislation, the name of the legislation and the date should always be in *italics*. It is always helpful to show the jurisdiction of the legislation, however this is not in italics.

For example;

Goods Act 1958 (Vic)

Trade Practices Act 1974 (Cth)

When making reference to legislation it is important that you cite the specific section or sub-section being discussed. When sections are being referred to at the beginning of the sentence you should use the full word. If it is being used within a sentence you should use the following abbreviations to denote the part of the act to which you are referring.

s.	section
ss.	sections
sub-s.	sub-section
sub-ss.	sub-sections

Format of key elements for **legislation - Acts**

Name of the Act (in italics) (*Year*) (in italics) Jurisdiction.

In Australia the Jurisdiction should be one of Cth, NSW, Vic, Qld, WA, SA, Tas, ACT or NT.

IN TEXT	REFERENCE LIST
<p>Act</p> <p>The Commonwealth <i>Native Title Act 1993</i> (s.23) makes provision for common law rights and interests.</p> <p>OR</p> <p>Mining, commercial and agricultural leases ...(<i>Native Title Act 1993</i> (Cth), ss.245-247)</p>	<p><i>Native Title Act 1993</i> (Cth).</p>
<p>(<i>Copyright Act 1968</i>, ss. 40-42)</p>	<p>Copyright Act 1968 (Cth).</p>
<p>(<i>Crimes Act 1990</i>, s. 41A)</p>	<p>Crimes Act 1900 (NSW).</p>

4.3 Guide to Academic Integrity

Holmes Institute places strong emphasis on Academic Integrity and views any forms of academic misconduct such as cheating, contract cheating and plagiarism as serious offences. Academic misconduct in any form for any form of assessment is not tolerated. Holmes Institute requests that all students undertake the *Academic Integrity Module (AIM)* within their first trimester of studies. This module is available on the students Blackboard as an additional unit.

4.3.1 Cheating

For the purposes of this guide, cheating is referred to as an act that violates guidelines for the preparation and submission of assignments and examinations to obtain or attempt to obtain credit for academic work through fraudulent and deceptive means. Cheating includes, but is not limited to:

- ❖ looking or attempting to look at another student's paper during an examination;
- ❖ communicating with another student during the examination regarding its content;
- ❖ possession or use of unauthorised materials including mobile phones and cheat notes;
- ❖ submitting another's work as one's own, including contract cheating, where a student enlists a service to write assignments on their behalf;
- ❖ permitting another student to copy one's work;
- ❖ allowing another to submit your work, in part or in whole, as his or her own;
- ❖ submitting own work (same or substantially similar) that has been previously submitted in another course or at another time without referencing;
- ❖ receiving or giving during an examination or on assignments any unauthorised assistance;
- ❖ collaboration in the completion of an assignment unless specifically permitted or required by the lecturer.

4.3.2 Plagiarism

Plagiarism is any act to steal or pass off (the ideas or words of another) as one's own, use (another's production) without crediting the source, and commit literary theft, present as new and original an idea or product derived from an existing source. Plagiarism also includes self-plagiarism, which is using your own previous work to satisfy a requirement for a new piece of work. It is the responsibility of the student who is submitting the work, to ensure that the work is in fact her/his own work. Incorporating another's work or ideas into one's own work without appropriate acknowledgment is an academic offence. Students should submit all assignments for plagiarism checking on Blackboard before final submission in the unit.

Plagiarism includes but is not limited to:

- ❖ presentation of the work, ideas, statements or words of another as one's own;
- ❖ paraphrasing without acknowledging the authorship and source through proper citation;
- ❖ direct quotation of any source material without proper citation;

- ❖ submitting papers written by another person as your own;
- ❖ offering false, fabricated or fictitious sources or data for papers, reports, and other reference material;
- ❖ this includes but is not limited to the submission of a work, in part or in whole, completed by another.

4.3.3 Consequences of Academic Misconduct

Holmes considers academic misconduct as a serious academic offence and will take appropriate action against any student found to have participated in academic misconduct. The penalties for academic misconduct vary and are determined on a case by case with due consideration to the facts of each case in line with the Academic Conduct and Integrity Policy available on the Holmes website.

Five factors are considered in determining the seriousness of an act of academic misconduct:

- ❖ The type of misconduct;
- ❖ The extent of the misconduct;
- ❖ The experience of the student;
- ❖ The intent of the student;
- ❖ The impact of the misconduct.

Depending on the act of academic misconduct, the consequence is determined by Academic Integrity Unit, the Board of Examiners or the Academic Board or its delegate (the latter in the case of Appeals). Where academic misconduct is confirmed, an official record of the incident and penalties applied will be recorded in the Academic Misconduct Register and will be added to the student's record.

For details of the consequences of Academic Misconduct, refer to the *Holmes' Academic Conduct and Integrity Policy and Procedures*. If there is a dispute resulting from a decision in relation to academic misconduct, a student may appeal the decision by invoking the Institute's *Complaints and Appeals Policy*.

5. Student Feedback

At Holmes Institute we are interested in student feedback as we are eager to continuously improve the quality of our courses. We thus invite you to participate in the evaluation of your course, units, lecturers and tutors. The Faculty of Higher Education uses different forms of surveys and encourages you to participate in them, including but not limited to the following:

5.1 Student Evaluation of Teaching (SETS)

As a current student, you are encouraged to complete the Holmes Institute Student Evaluation of Teaching (SET). The evaluation is administered by the Student Administration Team for every unit that you study as part of your degree in weeks 11 and 12 of each trimester.

5.2 Graduate Destination (GDS) and Course Experience Questionnaires (CEQ)

Students in the final trimester of their degree are invited to participate in the Faculty of Higher Education Graduate Destination (GDS) and Course Experience Questionnaire (CEQ).

The Student Engagement Office also administers regular Focus Group Interviews and welcomes you to participate. Further information is circulated via Blackboard.

Holmes Institute welcomes any positive feedback and/or suggestions for improvement of the degree programs and appreciates the student's time to participate in these surveys and participate in Student Focus Groups.

5.3 Quality Indicators for Learning and Teaching (QILT)

QILT is a suite of national higher education surveys funded and endorsed by the Australian Government Department of Education & Training. QILT covers the student life cycle from the commencement of higher education study to employment after graduation and is independently administered through The Social Research Centre at Australian National University.

QILT is comprised of four surveys, specifically:

- ❖ The Student Experience Survey (SES)
- ❖ The Graduate Outcomes Survey (GOS)
- ❖ The Employer Satisfaction Survey (ESS)
- ❖ Graduate Outcomes Survey - Longitudinal (GOS-L)

Holmes students can expect to receive invitations to participate in this survey. QILT surveys are private and confidential and all information is dealt with in accordance with Australian Privacy principles.

6. Graduation and Alumni

Graduation is without doubt one of the most exciting events for students, family, friends and faculty. On this day your hard work is publicly acknowledged. Graduation is an event not to be missed, as is the membership of the Holmes Alumni.

Please note that during restrictions related to COVID-19, all our graduation ceremonies are currently suspended until further notice.

6.1 Graduation Ceremony

All students eligible to graduate at the completion of any trimester will receive a notification and invitation to graduate form. Students who think they are eligible to graduate should check their eligibility with Student Services. Before graduation, students' academic records are checked to verify successful completion of course requirements. The Board of Examiners reviews the list of graduands and presents the list to the Academic Board for conferral of awards.

A graduation ceremony will be scheduled at least **once each year** – usually in early December - and eligible students will be advised of dates and venues. While participation in graduation ceremonies is encouraged as part of academic traditions, Holmes Institute recognises that some students may be unable to attend. Students can request the delivery of their certification documentation (testamur of the award and official transcript of detailed results) by mail as an alternative. Fees apply for the courier of documentation. Further, requests for additional copies or replacements of certification documentation will attract a fee.

At present academic colours for the Holmes Institute Bachelor of Business, Bachelor of Professional Accounting, Bachelor of Fashion Business as well as Bachelor of Information Systems are black gown and blue hood. Academic colours for the Holmes Institute Graduate Diploma of Business, Master of Business Administration and Master of Professional Accounting are black gown and purple-golden hood.

(Graduation Ceremony, Faculty of Higher Education, Melbourne Campus)



6.2 Faculty of Higher Education Alumni

Holmes Alumni is a group of Holmes graduates from all campuses. With more than 20,000 students having graduated from Holmes' degree courses, we encourage all graduates to join Holmes Alumni upon the completion of their degree. Students should contact the Higher Education Coordinator on their campus to register as a Holmes Alumni.



(Holmes Institute Alumni)

6.3 Faculty of Higher Education Graduate Scholarship Program



(Director Stephen Nagle conferring the Alumni Postgraduate Scholarship)

The faculty of Higher Education offers the Holmes Alumni Postgraduate Scholarship. Interested Holmes alumni should approach the Dean, Academic (phawking@holmes.edu.au) or Dean, Operations (afladrich@holmes.edu.au) for application details.

Some Useful Services

Following is a list of useful contacts. Some of these services will charge. Please ensure you check the possible charges prior to engaging the service.

SERVICE	LOCATION	PHONE NUMBER	COMMENTS
Ambulance, Fire, Police	Australia-wide	000	You can call 000 from any phone in Australia. This is an emergency number only .
Dentist	MELBOURNE QV Dental 292 Swanston St	9654 2755	If you need to see a dentist, go to a dental clinic or surgery. Appointments are necessary.
	SYDNEY CBD Dentistry 70 Pitt St	8090 1105	
	BRISBANE CBD Dental Clinic 141 Queen St	3229 4367	
	GOLD COAST Surfers Dental Care 7-9 Trickett St, Surfers Paradise	5592 1030	
Doctor	MELBOURNE City Medical Centre 68 Lonsdale St	9639 9600	If you need to see a doctor, go to a medical centre or doctor's surgery. It is recommended to make an appointment to avoid any wait.
	SYDNEY George St Medical 308 George St	9231 3211	
	BRISBANE Albert St Medical 138 Albert St	3210 1889	
	GOLD COAST My Doctors Clinic (24 hrs) 3221 Surfers Paradise Blvd	5592 2299	

Drug and Alcohol Abuse	VICTORIA	1800 888 236	24-hour service providing help and information about drugs and alcohol
	NEW SOUTH WALES	1800 422 599	
	QUEENSLAND	1800 177 833	
Fair Work Ombudsman	Australia-wide	13 13 94	Information and advice about Australia's workplace rights and rules
Gamblers Help	Australia-wide	1800 858 858	This service is free and confidential
Hospital (Public)	MELBOURNE St Vincent's Hospital	9231 2211	In Australia, you ONLY go to a hospital in an <i>emergency situation</i> (for example if you broke a bone or cut yourself badly, or for pre-scheduled surgery, treatment, that your doctor has recommended). Do not go to hospitals for non-serious illness, like flu, colds or allergic reactions. If you need to see a doctor, go to a medical centre or doctor's surgery.
	SYDNEY St Vincent's Hospital	8382 1111	
	BRISBANE Royal Brisbane Hospital	3646 8111	
	GOLD COAST GC University Hospital	1300 744 284	
Legal Assistance	VICTORIA	1300 792 387	Legal Aid can help students with legal problems. It provides legal information, advice and assistance in relation to criminal issues, family breakdown, family violence, immigration, social security, mental health, debt and traffic offences. Free interpreters are available.
	NEW SOUTH WALES	1300 888 529	
	QUEENSLAND	1300 651 188	
Lifeline Counselling Service	Australia-wide	13 11 14	24 Hour Telephone Counselling for people dealing with mental health issues
Rental Advice	MELBOURNE Consumer Affairs	1300 558 181	Provides information about your rights and options and can assist with helping to resolve an issue between you and the landlord.
	SYDNEY Fair Trading	13 32 20	
	BRISBANE & GOLD COAST Office of Fair Trading	13 74 68	