



Deputy Vice-Chancellor, Education  
Office of the Vice-Chancellor

GPO Box U1987  
Perth Western Australia 6845

Telephone +61 8 9266 1950  
Facsimile +61 8 9266 2779  
Email J.Downie@curtin.edu.au  
Web curtin.edu.au

1 December 2014

Professor Nick Saunders  
Acting Chief Commissioner  
TEQSA  
GPO Box 1672  
MELBOURNE Victoria 3001

[chief.commissioner@teqsa.gov.au](mailto:chief.commissioner@teqsa.gov.au)

Dear Professor Saunders

Thank you for your letter of 24<sup>th</sup> November regarding the recent media attention given to the MyMaster 'essays for sale' website in the Fairfax press.

Curtin is examining the issues raised in the press allegations, and we can confirm that any Curtin student who is subsequently identified to have obtained a dishonest or unfair advantage through MyMaster (or any other route) will be dealt with in accordance with existing policy and procedures for the management of plagiarism.

As part of our response to this situation, the Director at Curtin's Sydney Campus has undertaken a number of actions. Students were reminded of their obligations to uphold academic integrity, and various sources of help, support and guidance were also identified. Furthermore, staff were reminded to remain vigilant in the upcoming assessment period, and they were also asked to draw on the incident as a teaching opportunity to discuss the broader issue of academic integrity with students in their respective classes.

This year at the Sydney Campus, Curtin Teaching Learning staff have provided professional learning. English Language Proficiency workshops have been held and 20 Sydney staff have engaged in the Peer Review of Teaching process. A review of assessment in courses alleged to have been involved in the recent incident will be conducted in the coming weeks.

### Policy frameworks and academic governance

Curtin has rigorous policies and processes in place to protect and uphold academic integrity. The following examples are key components of this policy framework:

- The Student Charter recognises that "cheating, plagiarism and fabrication or falsifications of data are not acceptable".
- The issue of Academic Misconduct and plagiarism is specifically addressed in Statute No. 10 – Student Discipline, and in the Management of Plagiarism Policy.
- The Assessment and Student Progression Manual sets out requirements for assessment, including electronic submission, and the requirement to analyse all text based assignments using Turnitin.

Websites offering 'essays for sale' are by no means new. Their modes of operation and nature of provision continually evolve, and Curtin's policies and procedures are regularly reviewed in the light of sector experience. For example, the Management of Plagiarism Policy was last updated in May 2014. Within this policy, Curtin requires

Students are supported through a range of services offered at Curtin. Academic support for students is provided within their program of study. Support is also provided through the work of The Learning Centre, which provides academic guidance and development for Curtin students via a range of free online programs and workshops designed to help students succeed in their studies. Students are also able to take advantage of the opportunity to book individual appointments with Learning Centre staff. Following the introduction of the English Language and Learning Policy (2013), Curtin now has faculty-based English Language Development Coordinators, who oversee post-entry language assessment and follow-up embedded learning support for academic literacy.

In short, Curtin remains vigilant towards the issue of academic misconduct and the promotion of academic integrity.

Yours sincerely



Professor Jill Downie  
Deputy Vice-Chancellor, Education

Copies : Prof David Wood, Provost and Senior Deputy Vice-Chancellor  
Prof Clare Pollock, Associate Deputy Vice-Chancellor, Academic  
Michael Tomlinson, TEQSA Case Manager

## APPENDIX 2: Relevant Minutes from the College Learning & Teaching Committee and the Academic Board

| REFERENCES TO ACADEMIC INTEGRITY—<br>COLLEGE L&T COMMITTEE 2014   | REFERENCES TO ACADEMIC INTEGRITY<br>MODULE—COLLEGE L&T COMMITTEE 2014  | REFERENCES TO TURNITIN—COLLEGE L&T<br>COMMITTEE 2014  |
|---|--|---|
| 26 Nov 2014 [Minutes not yet confirmed]   | 26 Nov 2014 [Minutes not yet confirmed]  | 26 Nov 2014 [Minutes not yet confirmed]   |
| 12 Nov 2014 – nil   | 12 Nov 2014 – nil  | 12 Nov 2014 – nil   |
| 29 Oct 2014 – nil   | 29 Oct 2014 – nil  | 29 Oct 2014 – nil   |
| 24 Sep 2014<br><br>2014.108<br>Email Vote of Policies<br>Noted the email vote of 28 July to recommend to Academic Board for approval the following revised Policies, as tabled:<br><ul style="list-style-type: none"> <li>• Academic Integrity Policy</li> <li>• Recording of Lectures by Students for Private Study Policy</li> </ul> Action by: G Wilkinson   | 24 Sep 2014 – nil  | 24 Sep 2014<br><br>2014.115 (2014.097)<br><br>Turnitin Issues<br>Agreed to hold this item over to a subsequent meeting.<br>Action by: G Wilkinson |
| 16 Jul 2014<br><br>2014.092<br>Academic Integrity Policy<br>A Smedley reported that the wording in the current Academic Integrity Policy about lending an assignment to someone can cause a problem because sometimes they are encouraged by lecturers to read each other's assignments when they work together. The word 'lending' does not allow for such circumstances.<br><br>Voted unanimously to recommend to Academic Board for approval, the addition of the statement "In some situations students may be encouraged by the lecturer to critically analyse each other's assignments. Any sharing or using assignments in any other way would appear to be collusion or plagiarism beyond that" to the section on lending in the Academic Integrity Policy.<br>Action by: G Wilkinson | 16 Jul 2014<br><br>2014.091<br>Academic Integrity Module Proposal<br>T Williams reported on the new process being put in place in regard to the academic integrity module (AIM), noting that in semester one 2014 only 30% of students undertook to complete the module.<br><br>The proposal is to make the AIM mandatory for all students in their first semester in a course. This will include students who transfer internally to a new course and students who transfer to Avondale from another institution. There will be a requirement to pass with 100% and students can have multiple attempts at the assessment tasks. Students will be prevented from enrolling in the next semester of their course and viewing their grades until they have achieved the 100% mark.<br><br>There will be two versions of the module, one for the purpose of assessing the students' understanding of the | 2014.097<br>Turnitin Issues<br>Agreed to hold this item over to a subsequent meeting.<br>Action by G Wilkinson                                    |



| REFERENCES TO ACADEMIC INTEGRITY—<br>COLLEGE L&T COMMITTEE 2014  | REFERENCES TO ACADEMIC INTEGRITY<br>MODULE—COLLEGE L&T COMMITTEE 2014  | REFERENCES TO TURNITIN—COLLEGE L&T<br>COMMITTEE 2014   |
|--|--|--|
|  | <p>issues, the second as a resource which students can refer to once they have satisfactorily completed the module.</p> <p>It is acknowledged that some students may still try to get around completing the module satisfactorily themselves. It is planned to have some typed of declaration at the beginning of the module to reduce the risk of that happening. If after completing the module a student is found to have plagiarised we have evidence that they had undergone training on the correct process.</p> <p><b>Action by: T Williams</b></p> |  |
| 21 May 2014—nil  | 21 May 2014—nil  | 21 May 2014—nil  |
| 2 Apr 2014<br><br><b>2014.35</b><br><b>Procedure in cases of suspected academic misconduct</b><br>Noted that the procedure to deal with cases of suspected academic misconduct must be in line with the Academic Integrity Policy. Information about this will be included in the Course Convenor training being planned.<br><b>Action by T Williams</b> | 2 Apr 2014—nil   | 2 Apr 2014<br><br><b>2014.34</b><br><b>(2014.4)</b><br><b>Actioning recommendations from Turnitin</b><br>Academic Board has approved the Turnitin Pilot Project 'End of Project Report'. There are 20 recommendations in the report, as tabled. These were reviewed and the following determination made in regard to each: <ol style="list-style-type: none"> <li>1. The types of assessment tasks suitable for online submission to Turnitin will be included in the Assessment Policy. <b>Action by M Northcote and G Wilkinson</b></li> <li>2. A unit on Turnitin usage and academic integrity skills is now available on Moodle with plans to make it a compulsory course requirement for all students in the semester/teaching period of enrolment in a course.</li> <li>3. There is now one approved assessment cover sheet to be used across Avondale and it is available on the web. Agreed to include a link to it under 'Forms and Procedures'. <b>Action by G Wilkinson</b></li> <li>4. File name convention now in place.</li> <li>5. Management of 'early' submission for students granted an assessment extension is in place.</li> </ol> |

| REFERENCES TO ACADEMIC INTEGRITY—<br>COLLEGE L&T COMMITTEE 2014 | REFERENCES TO ACADEMIC INTEGRITY<br>MODULE—COLLEGE L&T COMMITTEE 2014 | REFERENCES TO TURNITIN—COLLEGE L&T<br>COMMITTEE 2014   |
|---|---|--|
|   |   | <p>6. Communication plan for the next phase of the implementation is in progress by Simon Short.</p> <p>7. Staff awareness of the phases of implementation is included in 6. Above with action by Simon Short.</p> <p>8. The library already has a link on the web to the Turnitin video and this is considered to be adequate.</p> <p>9. Professional development in the use of Moodle and Turnitin is now in place.</p> <p>10. Training material and strategies in regard to Turnitin have been developed to address the needs to distance students.</p> <p>11. A consistent set of resources is available from Chris Boddey for inclusion in each Moodle unit which has Turnitin assignments.</p> <p>12. Training material to cover the use of rubrics in grading Turnitin assignments has been developed.</p> <p>13. Plans to have a more centralised system of support to ensure inquiries and problems are managed college-wide is ongoing.</p> <p>14. The workload associated with Turnitin training and mentoring for Laurel, Maria and Chris is in process.</p> <p>15. The role of Turnitin Faculty Champions still needs to be clearly defined and provision made for their workload.<br/><b>Action by T Williams.</b></p> <p>16. The role of a Turnitin Administrator is in process as part of a larger review.</p> <p>17. The Turnitin Planning group continuing to function during phases 1 &amp; 2 in 2014 is to be followed up. <b>Action by T Williams.</b></p> <p>18. Laurie Meintjes and Adrielle Britten need to be included in the training provided for Turnitin. <b>Action by M Northcote.</b></p> <p>19. The correct protocol for contacting Turnitin still needs to be included in support material. <b>Action by T Williams.</b></p> <p>20. Consideration to supply academic staff who use GradeMark with two screens is still ongoing. <b>Action by T Williams.</b></p> <p><b>Action by T Williams, M Northcote, G Wilkinson &amp; S Short</b></p> |

| REFERENCES TO ACADEMIC INTEGRITY—<br>COLLEGE L&T COMMITTEE 2014  | REFERENCES TO ACADEMIC INTEGRITY<br>MODULE—COLLEGE L&T COMMITTEE 2014 | REFERENCES TO TURNITIN—COLLEGE L&T<br>COMMITTEE 2014   |
|--|---|--|
| <p>26 Feb 2014</p> <p><b>2014.8</b><br/> <b>Procedure in cases of Suspected Academic Misconduct</b><br/> Resolved to carry this item over to the next scheduled Learning and Teaching Committee meeting.<br/> <b>Action by G Wilkinson</b></p> <p>(cont/...)</p> <p><b>2014.24</b><br/> <b>Report of Plagiarism Decisions</b><br/> Noted that in line with the Academic Integrity Policy, two cases of academic misconduct in the form of plagiarism were referred to the Academic Registrar in November/December 2013 for consideration by the Academic Discipline Committee. The following outcomes were determined:<br/> <u>Case One:</u> The Academic Discipline Committee found there was plagiarism in an assignment submitted in Semester Two 2013. It was the first record of plagiarism by the student but the extent of it was considered sufficiently serious that the Committee determined a grade of zero would be recorded for the assignment. The student subsequently submitted an appeal to the VP (L&amp;T) with supporting documentation. The appeal was upheld and the student was allowed to submit another assignment which received a passing grade.<br/> <u>Case Two:</u> The Academic Discipline Committee found there was extensive plagiarism in two assignments submitted by a student in two different units in Semester Two 2013. The student had received a warning in regard to plagiarism in a third assignment submitted in Semester One 2013. Given the nature and extent of the plagiarism, and the multiple times it occurred despite warning, the Committee determined that the student's enrolment at Avondale would be discontinued.</p> | <p>26 Feb 2014—nil</p>  | <p>26 Feb 2014</p> <p><b>2014.6</b><br/> <b>Turnitin Implementation Pilot Project 'End of Project Report'</b><br/> Voted to recommend to Academic Board for approval, the Turnitin Pilot Project 'End of Project Report', as tabled.<br/> <b>Action by G Wilkinson</b></p> |

| REFERENCES TO ACADEMIC INTEGRITY—<br>ACADEMIC BOARD 2014  | REFERENCES TO ACADEMIC INTEGRITY<br>MODULE—ACADEMIC BOARD 2014   | REFERENCES TO TURNITIN—ACADEMIC BOARD<br>2014   |
|---|--|---|
| 8 Oct 2014—nil  | 8 Oct 2014—nil   | 8 Oct 2014—nil  |
| 10 Sep 2014—nil   | 10 Sep 2014—nil  | 10 Sep 2014—nil   |
| 30 Jul 2014<br><br><b>2014.130</b><br><b>Revised Academic Integrity Policy</b><br>Voted to approve the revised Academic Integrity Policy as<br>tabled and as recommended by the L&T Committee.<br><b>Action by: G Wilkinson</b> | 30 Jul 2014<br><br><b>2014.133</b><br><b>Academic Integrity Module</b><br>Voted to approve the proposal for a process to ensure all<br>students undertake the Academic Integrity Module (AIM) in<br>their first teaching period of enrolment in a course and that<br>enrolment in a subsequent teaching period is blocked until<br>they have achieved a 100% result in the module, as tabled<br>and as recommended by the L&T Committee.<br><b>Action by: T Williams</b> | 30 Jul 2014—nil   |
| 16 Apr 2014—nil   | 16 Apr 2014—nil  | 16 Apr 2014<br><br><b>2014:49 Report from Learning and Teaching Committee</b><br>The Turnitin Pilot Project End of Project Report listed 20<br>recommendations which need to be dealt with. The Learning<br>& Teaching Committee has divided up amongst staff<br>members to follow through.<br><b>Action by: T Williams &amp; G Wilkinson</b>   |
| 12 Mar 2014—nil   | 12 Mar 2014—nil  | 12 Mar 2014<br><br><b>2014:23 (2014:10)</b><br><b>End of Project Report from the Turnitin Implementation<br/>Pilot Project</b><br>J Fernandez reported that the Turnitin Pilot Project<br>implemented last semester was successful. In Semester One<br>2014 the Turnitin project will continue with it being used by<br>lecturers who were involved in the Pilot Project as well as al<br>first year units. It will also be available to all academic staff to<br>check assignments where there is suspicion of plagiarism. |

| REFERENCES TO ACADEMIC INTEGRITY—<br>ACADEMIC BOARD 2014 | REFERENCES TO ACADEMIC INTEGRITY<br>MODULE—ACADEMIC BOARD 2014 | REFERENCES TO TURNITIN—ACADEMIC BOARD<br>2014  |
|--|--|--|
|  |  | <p>Maria Northcote and Chris Boddey will continue to assist with resources. T Williams will be looking after the rollout of the program this semester.</p> <p>Voted to approve the End of Project Report from the Turnitin Implementation Pilot Project, as tabled and as recommended by the Learning and Teaching Committee.</p> <p><b>Action by: T Williams</b></p>  |
| 19 Feb 2014—nil  | 19 Feb 2014—nil  | <p>19 Feb 2014</p> <p><b>2014:9</b></p> <p><b>End of Project Report from the Turnitin Implementation Pilot Project (J Fernandez)</b></p> <p>Noted a serious risk was identified when the repayment of the annual licence in early 2014 was not done in a timely manner. Requested that the Executive Committee report to Academic Board who is administering Turnitin now that the Project Manager has left.</p> <p>A question raised in relation to the project was if the trial issues were acted upon?</p> <p>Reported that in semester 2 2013 Turnitin assisted in identifying plagiarism, with seven serious issues, two of which were referred to the Academic Registrar for consideration by the Academic Discipline Committee. A new Moodle unit will be offered through the library that will be mandatory for all students in the first year at Avondale. It will become a course requirement, without academic credit, with one semester to complete the unit. We understand that the University of Western Sydney use Callista to keep these student records as a milestone. This item will come through the College Learning and Teaching Committee to Academic Board in the future with plans for a second semester implementation that will be automated through Callista. Policies for this will be needed by Academic Board.</p> <p>Voted to table the End of Project Report from the Turnitin Implementation Pilot Project, and to list it for discussion at the next Academic Board meeting scheduled for 12th March.</p> <p><b>Action by G Wilkinson</b></p> |



| REFERENCES TO ACADEMIC INTEGRITY—<br>ACADEMIC BOARD 2014 | REFERENCES TO ACADEMIC INTEGRITY<br>MODULE—ACADEMIC BOARD 2014 | REFERENCES TO TURNITIN—ACADEMIC BOARD<br>2014   |
|--|--|---|
|  |  | <p><b>2014:10</b></p> <p><b>Use of Turnitin</b></p> <p>Voted to direct Lecturers to additionally use Turnitin, beyond those units where it has become compulsory to submit using Turnitin, where there is suspicion of plagiarism whether there was a requirement to submit the assignment using Turnitin or not.</p> <p><b>Action by G Wilkinson</b></p> |

Response to TEQSA \_Letter & Report Alleged Student Misconduct.pdf

Attachment 1 - Email-communication-BJ-SMH.pdf

Attachment 2 - Plagiarism penalty-example-1.pdf

Attachment 3 - Plagiarism-penalty-example-2.pdf

Attachment 4 - Exam-cheating-example.pdf

Attachment 5a - Contract-Cheating-Penalty\_letter.pdf

Attachment 5b - Contract-Cheating-Appeals-Decision.pdf

Attachment 6 - Sample UD-BN303-\_T3-2014.pdf

Attachment 7- Sample UD - BK302 E-Marketing T3 2014.pdf

Attachment 8- Study-Assist-Workshop-Sample.pdf



**9<sup>th</sup> December 2014**

Professor Nick Saunders AO,  
Acting Chief Commissioner,  
GPO Box 1672  
Melbourne Victoria 3000

Email: [chief.commissioner@teqsa.gov.au](mailto:chief.commissioner@teqsa.gov.au)

Dear Professor Saunders,

I refer to your letter dated 24 November 2014 highlighting recent media reports alleging cheating by students through the purchase of assignments written by others, and in particular to the Fairfax report on the MyMaster website.

Melbourne Institute of Technology takes any allegations of student academic misconduct seriously, and once we have concluded our investigation, MIT will take appropriate action.

As requested, please find **attached** a brief Report on the action MIT has undertaken to investigate the allegations made by Fairfax, which also includes details of our policies and processes to promote academic integrity, minimise student misconduct and to handle such cases if they arise, as well as the range of academic support and counselling services provided by MIT to students who are at risk of not progressing satisfactorily.

Our Report also highlights MIT's invigilated method of assessment which we believe to be an innovative approach to student assessment to minimise academic misconduct. Many of our units contain a compulsory invigilated assessment component requiring students to obtain a minimum level in supervised assessments (eg. examinations and class tests) in order to pass the unit overall, irrespective of what marks they may have achieved in the non-invigilated assessments (eg. assignments).

Yours sincerely,

Shesh Ghale,  
Chief Executive Officer  
CC General Manager MIT –Austin Kijagulu

## **Response to TEQSA's request for a brief report arising from the allegations made in the Fairfax press on MyMaster website**

The article on the use of the MyMaster website for purchase of essays appeared in the Sydney Morning Herald on November 12, 2014. On November 12<sup>th</sup>, the Academic Manager of the Sydney campus wrote to the journalist asking for details of any MIT students involved. Since a reply was not received, a reminder email was sent on November 25, 2014 (See Attachment 1 for both emails). A response was received for the second email which indicated that Fairfax would provide details in a week's time. To date, we have yet to receive the requested details from Fairfax.

### **Academic misconduct**

When the assessment and student details are provided by Fairfax, MIT will take appropriate action according to its Academic Misconduct Regulation (3.1.1) (<http://www.mit.edu.au/about-mit/institute-publications/statutes-and-regulations/regulation-311-academic-misconduct>) and the current Student Misconduct Policy (<http://www.mit.edu.au/about-mit/institute-publications/policies-procedures-and-guidelines/student-misconduct-policy>).

Regulation 3.1.1 (Academic Misconduct) gives examples of misconduct including "submitting of assessment material obtained from commercial essay or assignment services, including web-based sources (also known as 'contract cheating')". If the misconduct is alleged in an assessment with 10% or less marks for a unit, the Head of School delegates the processing of the allegation to the Unit Coordinator. In all other cases, the Head of School convenes a School Committee to investigate the allegation. Depending on the seriousness of the misconduct, the penalty varies from a written warning to termination of enrolment and non-award of the degree.

One way in which MIT detects plagiarism is through the use of software tools such as "Turn-It-In". The cases which this tool usually handles are related to plagiarism by copying from unattributed sources, or attempts to copy in the final examination. Attachments 2, 3 and 4 give examples of handling such cases (Note: the name and contact details of the student have been redacted for privacy). Tools such as Turn-It-In are not as effective in the case of contract cheating since the assessment could be original, although not written by the student.

An example of the effectiveness of current policy with respect to contract cheating occurred in 2014 Trimester 2 when the Head of School convened a School Committee to handle an allegation of contract cheating in three assignments using the 'Freelancer.com' website. The allegation was made by a research group in the UK which monitors such websites and noticed an MIT student's presence at the website. The School Committee, consisting of four academics, undertook an investigation which involved interviewing the student to test his knowledge of the topics covered in the three assignments. As a result of the investigation, the committee determined that the student had no knowledge of even the basic concepts of the assessments, and the student was awarded zero marks for the assignments.





The student's appeal was also rejected on the basis that he should have been able to explain the concepts of his assignment to the panel of academics, had it been his own work (See Attachments 5a and 5b; note: the name and contact details of the student have been redacted for privacy).

Further, MIT is reviewing its current plagiarism and student misconduct policies and procedures in order to strengthen them further. A report on the results of the review will be submitted to TEQSA on or before April 30, 2015 as part of satisfying MIT's registration conditions.

MIT has taken a number of steps to promote to students the need for academic integrity; these steps include explaining what plagiarism is and its consequences during Orientation week, publishing its policies on the web, and having the following section on Academic Integrity in each unit's Description that is provided to enrolled students (See Attachment 6 for a sample):

*"ACADEMIC INTEGRITY*

*It is important to learn from the work of others and students are encouraged to explore the library, World Wide Web resources and have discussions with other students. However work for assessment must be entirely the student's own work.*

*Contract Cheating—employing or passing off work of any other person as the student's own work eg paying another person to write the assignment- is a serious breach of academic integrity and is not acceptable.*

*Plagiarism or Collusion—copying or using the work of others without giving details of the source of information—is not acceptable. All sources used and any collaboration in the exploratory work for an assignment must be clearly acknowledged using standard academic referencing.*

*Students must not allow other students to copy their work and must take care to safeguard against this happening. In cases of copying, normally all students involved will be penalised equally; an exception will be if a student can demonstrate the work is his/her own and that student took reasonable care to safeguard against copying.*

*Academic Misconduct is a serious offence. Typically, students who are caught cheating will, for a first minor offence, be given a zero mark for that task. A serious offence could result in suspension or expulsion. For more information refer to: <http://www.mit.edu.au/about-mit/institute-publications/policies-procedures-and-guidelines/student-misconduct-policy>, and <http://www.mit.edu.au/about-mit/institute-publications/statutes-and-regulations/regulation-311-academic-misconduct>."*



### Invigilated Assessment

Many of the units in our courses contain invigilated assessments. For every unit that has invigilated assessments (for example, all units that are not projects have a final examination), MIT sets a minimum requirement in the invigilated components. Students can pass the unit only if they score a minimum of 40% (45% in postgraduate business units) of the marks available in the final examination (or in class tests and the final examination combined, depending on the unit), and 50% overall. This hurdle means that students will not pass a unit unless they achieve the required marks in the invigilated exams and tests, thus effectively neutralising any benefits from contract cheating where the student has not grasped the topics of the unit. In other words, with such invigilated assessment, any amount of cheating in other non-supervised assessment (eg. assignments) will not allow the student to pass the unit overall, unless they demonstrate a certain level of knowledge of the unit through the supervised assessment (eg. exams).

Attached, our samples of Unit Descriptions where MIT's invigilated assessment rule is described. For example, Section 10 (Assessment Criteria) of Attachment 6 states: "In order to receive a pass or higher grade in this unit students must complete Type-A (Assignments and Tutorials) and Type-B (Tests and Final Examination) and must obtain 50% in Task A and 40% in Task B."; the assessment table in Section 9 specifies the minimum marks required for Task A is 25 (equivalent to 50%) and Task B is 20 (equivalent to 40%); this is followed by a Grade Distribution Table in Section 10 which shows that Pass (P) is 50% to 59%. Similarly, Section 10 (Assessment Criteria) of Attachment 7 states: "In order to receive a pass or higher grade in this unit it is expected that students will complete all assessments and must complete the Final Examination. Students must obtain a mark of 40% in the final exam and at least 50% overall".

We believe our invigilated method of assessment is an innovative approach to student assessment to minimise the instances of, and impact from, any academic misconduct by a student. We are aware of only a few universities that use such hurdles in invigilated assessments to negate the influence of any misconduct such as contract cheating in the unsupervised assessments.

### Student support

MIT provides considerable academic support to students who are at risk of not progressing satisfactorily. The support mechanisms assist to minimise students resorting to plagiarism and academic misconduct. The academic support includes study assist classes, mentoring where students can ask for a mentor (usually a senior student) to assist them to study better in units in which they struggle, and a buddy system to make transition into higher education easier for new students. Further details on these programs are available at: <http://www.mit.edu.au/students/student-services/student-support>. This is in addition to other support services such as counselling provided to students.





The schedule of study assist workshops are made available to students through the Academic Management System (AMS). Attachment 8 shows a sample of study assist workshops available to students; this includes workshops on writing assignments, paraphrasing and referencing, and exam preparation. Further, as shown in Attachment 8:

- MIT counsellors can offer student support for their studies through individual counselling and intervention program; and
- Students can make appointments for individual consultation for guidance on various aspects of academic work including:
  - Avoiding plagiarism
  - Paraphrasing
  - Report and essay writing
  - Researching and referencing skills
  - Exam preparation
  - Time management skills

In summary, MIT has sought from Fairfax information on MIT students involved in the MyMaster report. We intend to take appropriate action on allegations once we can identify the student(s) and the assessment(s). MIT has effective policies for plagiarism and student misconduct which students are made aware of, and which are applied consistently to deal with such allegations when they arise. We also reduce the impact of any undetected cheating by requiring a minimum level of performance in invigilated components of assessments such as exams, irrespective of the total marks scored in a unit. We provide considerable academic support and counselling for students who are at risk of not progressing satisfactorily. Finally, we are reviewing our plagiarism and student misconduct policy and processes to strengthen them further.

## A.S.M Sajeev

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**From:** Beverley Jones  
**Sent:** Tuesday, 25 November 2014 12:21 PM  
**To:** A.S.M Sajeev  
**Subject:** FW: The Cheating Factory

fyi

Regards

**Beverley Jones** | Academic Manager | Academic  
t: +61 2 8267 1400 | f: +61 2 8267 1499 | e: [bjones@mit.edu.au](mailto:bjones@mit.edu.au)  
Level 7 | 154 Sussex St | Sydney NSW 2000 | Australia  
w: [www.mit.edu.au](http://www.mit.edu.au) | tw: [twitter.com/MITSydney](https://twitter.com/MITSydney) | fb: [facebook.com/MITSydney](https://facebook.com/MITSydney)



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**From:** Lisa Visentin [mailto:xxxx.xxxxxxxx@xxxxxxxxxxxxx.xxx.xx]  
**Sent:** Tuesday, 25 November 2014 9:45 AM  
**To:** Beverley Jones  
**Cc:** Amy McNeilage  
**Subject:** Re: The Cheating Factory

Good Morning Beverley,

My colleague Amy McNeilage passed on your request for the data involving MIT students in the cheating factory scandal we reported two weeks ago.

I am in the process of finalising this data and will aim to have it to you before the end of the week.

Thank you for your patience,

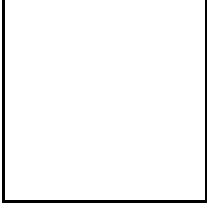
Lisa Visentin

**Lisa Visentin**  
Journalist  
Fairfax Metro Media bureau

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1 Darling Island Road  
Pyrmont, NSW  
2009  
P: (02) 9282 1825 M: 0438 895 900

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On 25 November 2014 at 08:49, Amy McNeillage <[amcneillage@fairfaxmedia.com.au](mailto:amcneillage@fairfaxmedia.com.au)> wrote:

Sent from my iPhone

Begin forwarded message:

**From:** Beverley Jones <[bjones@mit.edu.au](mailto:bjones@mit.edu.au)>  
**Date:** 25 November 2014 8:48:19 am AEDT  
**To:** "[amcneillage@fairfaxmedia.com.au](mailto:amcneillage@fairfaxmedia.com.au)" <[amcneillage@fairfaxmedia.com.au](mailto:amcneillage@fairfaxmedia.com.au)>  
**Cc:** A.S.M Sajeev <[asajeev@mit.edu.au](mailto:asajeev@mit.edu.au)>  
**Subject:** RE: The Cheating Factory

Hi

I sent this to you on 12<sup>th</sup> November and so far I have not had a reply.

I realise that you are probably very busy with follow-up stories but when you get a minute can you give me some information on the MIT students who used the report writing site.

thanks

Regards

**Beverley Jones** | Academic Manager | Academic

t: [+61 2 8267 1400](tel:+61282671400) | f: [+61 2 8267 1499](tel:+61282671499) | e: [bjones@mit.edu.au](mailto:bjones@mit.edu.au)

Level 7 | 154 Sussex St | Sydney NSW 2000 | Australia

w: [www.mit.edu.au](http://www.mit.edu.au) | tw: [twitter.com/MITSydney](https://twitter.com/MITSydney) | fb: [facebook.com/MITSydney](https://facebook.com/MITSydney)



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---

**From:** Beverley Jones  
**Sent:** Wednesday, 12 November 2014 9:03 AM  
**To:** '[amcneilage@fairfaxmedia.com.au](mailto:amcneilage@fairfaxmedia.com.au)'  
**Subject:** The Cheating Factory

Good Morning

I read your article in the SMH this morning. I then checked the website and noticed that MIT is on the list of students who have paid for assignments.

Is it possible to get more details about this.

Regards

**Beverley Jones** | Academic Manager | Academic

t: [+61 2 8267 1400](tel:+61282671400) | f: [+61 2 8267 1499](tel:+61282671499) | e: [bjones@mit.edu.au](mailto:bjones@mit.edu.au)

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15 October 2013

Student ID: '  
Course: Bachelor of Business  
Campus: Melbourne

15 October 2013

Dear

**Re: Alleged Academic Misconduct Outcome**

At a hearing of the School Committee the allegation of Academic Misconduct was considered and the finding is as follows:

**Proven Guilty**

*Student admitted to allegation.*

As the School Committee found the allegation of Academic Misconduct proven, they have imposed the following Penalty:

- (i) ***the student will automatically forfeit any credit that the student might have obtained in the task to which the Academic Misconduct relates. Zero marks will be awarded for this assessment task.***

The result of this hearing will be noted in your file, but will not appear on your academic record. However, should you appear at a future disciplinary hearing and be found guilty of misconduct (whether academic or general) the outcome of this hearing will be made known to the panel when it considers the imposition of a penalty.

If you wish to appeal, you may do so within seven (7) working days of the day you were notified of the decision to the Academic Director. You may appeal but only on the following grounds:

- (a) there is new evidence which was not available or not known to the Student the subject of the decision at the time the allegation was initially investigated;
- (b) the penalty imposed was too severe;
- (c) there was a misapplication of procedures resulting in some disadvantage to the Student the subject of the decision;
- (e) relevant evidence was not considered or irrelevant evidence was relied on in reaching the decision;
- (f) there was bias on the part of the School Committee.





**MELBOURNE**  
INSTITUTE OF TECHNOLOGY

If you wish to appeal you must lodge the attached *Notice of Appeal* form stating the ground/s of appeal to the Academic Director, together with your written submission detailing the reasons for your appeal, and providing copies of any documentary evidence you wish the Academic Director to consider.

Please note that the Academic Director may dismiss your appeal if it is lacking in substance. It is not an opportunity to have a second hearing of your case based on the same evidence. A decision by the Academic Director to dismiss an appeal is final. It is therefore important that you provide the Academic Director with all relevant documentation at the time of lodging your appeal in order for your appeal to proceed.

Yours sincerely

Dr Marc Morgan  
Chair, School Committee

Miss Judy Nguyen  
Secretary, School Committee

**From:** Emma Atkin  
**Sent:** Monday, 18 November 2013 5:22 PM  
**To:**  
**Subject:** Notice of Hearing Outcome

*Campus: MIT Sydney*

**Re: Alleged Academic Misconduct Outcome**

At a hearing of the School Committee the allegation of Academic Misconduct was considered and the finding is as follows:

**Proven**

*Passing of a significant proportion of the assignment of another student as the student's own work.*

As the School Committee found the allegation of Academic Misconduct proven, they have imposed the following Penalty:

*zero for the unit*

The result of this hearing will be noted in your file, but will not appear on your academic record. However, should you appear at a future disciplinary hearing and be found guilty of misconduct (whether academic or general) the outcome of this hearing will be made known to the panel when it considers the imposition of a penalty.

If you wish to appeal, you may do so within seven (7) working days of the day you were notified of the decision to the Academic Director. You may appeal but only on the following grounds:

- (a) there is new evidence which was not available or not known to the Student the subject of the decision at the time the allegation was initially investigated;
- (b) the penalty imposed was too severe;
- (c) there was a misapplication of procedures resulting in some disadvantage to the Student the subject of the decision;
- (e) relevant evidence was not considered or irrelevant evidence was relied on in reaching the decision;
- (f) there was bias on the part of the School Committee.

If you wish to appeal you must lodge the attached *Notice of Appeal* form stating the ground/s of appeal to the Academic Director, together with your written submission detailing the reasons for your appeal, and providing copies of any documentary evidence you wish the Academic Director to consider.

Please note that the Academic Director may dismiss your appeal if it is lacking in substance. It is not an opportunity to have a second hearing of your case based on the same evidence. A decision by the Academic Director to dismiss an appeal is final. It is therefore important that you provide the Academic Director with all relevant documentation at the time of lodging your appeal in order for your appeal to proceed.

Yours sincerely

Chair, School Committee

Secretary, School Committee

Dr Patricia Stewart

Emma Atkin

## NOTICE OF APPEAL

To: <insert name of campus Secretary>  
Secretary, School Committee  
<insert campus>  
<address>  
<email>  
<Phone>

Dear Secretary

I wish to appeal against the decision of the School Committee on the following grounds:

*(Please tick the reason for your appeal)*

- there is new evidence which was not available or not known to the Student the subject of the decision at the time the allegation was initially investigated;
- the penalty imposed was too severe;
- there was a misapplication of procedures resulting in some disadvantage to the Student the subject of the decision;
- relevant evidence was not considered or irrelevant evidence was relied on in reaching the decision;
- there was bias on the part of the School Committee.

As well as your written submission detailing the grounds of your appeal, please provide copies of any additional documents to support the grounds of your appeal. If no evidence is provided, the appeal will be dismissed.

This should be received by the Secretary within 7 days from receiving notification of your Academic Misconduct hearing.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Course: \_\_\_\_\_



Course: BB21 Diploma of Business  
Campus: Melbourne

11 July 2014

**Re: Alleged Academic Misconduct Outcome: Exam Breach**

At a hearing of the School Committee the allegation of Academic Misconduct in the exam DB109 Organisational Structures and Processes, was considered and the finding is as follows:

**Proven**

Candidate caught with cheat notes written in dictionary

As the School Committee found the allegation of Academic Misconduct proven, they have imposed the following Penalty:

- i. The student will automatically forfeit any credit/marks, obtained in the exam

The result of this hearing will be noted in your file, but will not appear on your academic record. However, should you appear at a future disciplinary hearing and be found guilty of misconduct (whether academic or general) the outcome of this hearing will be made known to the panel when it considers the imposition of a penalty.

If you wish to appeal, you may do so within seven (7) working days of the day you were notified of the decision to the Academic Director. You may appeal but only on the following grounds:

- (a) there is new evidence which was not available or not known to the Student the subject of the decision at the time the allegation was initially investigated;
- (b) the penalty imposed was too severe;
- (c) there was a misapplication of procedures resulting in some disadvantage to the Student the subject of the decision;
- (e) relevant evidence was not considered or irrelevant evidence was relied on in reaching the decision;
- (f) there was bias on the part of the School Committee.



**MELBOURNE**  
INSTITUTE OF TECHNOLOGY

If you wish to appeal you must lodge the attached Notice of Appeal form stating the ground/s of appeal to the Academic Director, together with your written submission detailing the reasons for your appeal, and providing copies of any documentary evidence you wish the Academic Director to consider.

Please note that the Academic Director may dismiss your appeal if it is lacking in substance. It is not an opportunity to have a second hearing of your case based on the same evidence. A decision by the Academic Director to dismiss an appeal is final. It is therefore important that you provide the Academic Director with all relevant documentation at the time of lodging your appeal in order for your appeal to proceed.

Yours sincerely

Professor Louise Kloot  
Chair, School Committee



**To: Judy Nguyen**  
Secretary, School Committee  
MIT Melbourne  
388 Lonsdale Street  
Melbourne VIC 3000  
[jnguyen@mit.edu.au](mailto:jnguyen@mit.edu.au)

Dear Secretary

I wish to appeal against the decision of the School Committee on the following grounds:

*(Please tick the reason for your appeal)*

- there is new evidence which was not available or not known to the Student the subject of the decision at the time the allegation was initially investigated;
- the penalty imposed was too severe;
- there was a misapplication of procedures resulting in some disadvantage to the Student the subject of the decision;
- relevant evidence was not considered or irrelevant evidence was relied on in reaching the decision;
- there was bias on the part of the School Committee.

As well as your written submission detailing the grounds of your appeal, please provide copies of any additional documents to support the grounds of your appeal. If no evidence is provided, the appeal will be dismissed.

This should be received by the Secretary within 7 days from receiving notification of your Academic Misconduct hearing.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Course: \_\_\_\_\_





RECEIVED  
24 OCT 2014

BY: 

Course: Bachelor of Business  
Campus: Melbourne

15/10/2014

**Re: Alleged General Misconduct Outcome**

At a hearing of the School Committee the allegation of General Misconduct was considered and the finding is as follows:

**Proven**

*The committee determined that you had no knowledge at even a basic level of the topics of the assignments in the subjects BA220, BA214, and BA317. Had you yourself completed the assignments, you would have been able to broadly describe a balanced scorecard (BA220), identify a cash flow statement (BA214) and broadly state the areas which were the subject of the assignment in BA317.*

As the School Committee found the allegation of General Misconduct proven, they have imposed the following Penalty:

*BA214. The marks for assessment task 2, individual assignment, will be cancelled*

*BA220. The marks for the Chadwick Case Study will be cancelled.*

*BA317. The marks for the group assignment will be cancelled.*

The result of this hearing will be noted in your file, but will not appear on your academic record. However, should you appear at a future disciplinary hearing and be found guilty of misconduct (whether academic or general) the outcome of this hearing will be made known to the panel when it considers the imposition of a penalty.

If you wish to appeal, you may do so within seven (7) working days of the day you were notified of the decision to the Academic Director or General Manager. You may appeal but only on the following grounds:

- (a) there is new evidence which was not available or not known to the Student the subject of the decision at the time the allegation was initially investigated;
- (b) the penalty imposed was too severe;
- (c) there was a misapplication of procedures resulting in some disadvantage to the Student the subject of the decision;



## MELBOURNE

INSTITUTE OF TECHNOLOGY

- (e) relevant evidence was not considered or irrelevant evidence was relied on in reaching the decision;
- (f) there was bias on the part of the School Committee.

If you wish to appeal you must lodge the attached *Notice of Appeal* form stating the ground/s of appeal to the Academic Director or General Manager, together with your written submission detailing the reasons for your appeal, and providing copies of any documentary evidence you wish the Academic Director or General Manager to consider.

Please note that the Academic Director/General Manager may dismiss your appeal if it is lacking in substance. It is not an opportunity to have a second hearing of your case based on the same evidence. A decision by the Academic Director/General Manager to dismiss an appeal is final. It is therefore important that you provide the Academic Director/General Manager with all relevant documentation at the time of lodging your appeal in order for your appeal to proceed.

Yours sincerely

Chair, School Committee

*Professor Louise Kloot*

Secretary, School Committee

*Ms Jordyn Solomon*



Course: Bachelor of Business  
Campus: Melbourne

3/11/14

**Re: Appeal against a decision of the School Committee regarding General Misconduct**

The Academic Director has considered your appeal and **rejected** it for the following reason/s:

Your letter noted the following as the reasons for your appeal, all of which have been considered:

- a) The penalty imposed was severe
- b) Relevant evidence was not considered or irrelevant evidence was relied on in reaching the decision
- c) There was bias on the part of the School Committee

You have not provided any evidence of bias on the part of the School Committee or any evidence of the Committee considering irrelevant evidence or not considering relevant evidence. With respect to the penalty imposed being severe, the reasons provided by the Committee as well as your explanation were carefully considered. Any student having completed an assignment is expected to know the content of his/her submission. The Committee (which consisted of experts in the field), after interviewing you, has determined that you had "no knowledge even at the basic level of the topics of the assignments"; this is a clear indication that there is little chance of the assignments being your own work, and hence the penalty imposed is appropriate.

We hope you will take this setback as a challenge to work hard and demonstrate your capability to do well in future assessments and exams.

As you are aware there is no further avenue for appeal and the decision of the School Committee remains.

Yours sincerely



Dr ASM Sajeev

Acting Academic Director



## **UNIT DESCRIPTION**

**Bachelor of Networking (BNet)  
Bachelor of Engineering Technology  
(Telecommunications) BEng(Tel)**

**BN303 Wireless Networks and Security**

**Trimester 3, 2014**

## 1. ENTRY REQUIREMENTS AND SUBJECT WEIGHTING

Prerequisite: BN203 Network Security 1  
 Co-requisites: BN202 Overview of Internetworking  
 Credit Points: 15 credit points  
 Level: Year 3, Core  
 Workload: Timetabled hours/week: 4 (Lecture = 2 hours, Tute/Lab = 2 hours)  
 Personal study hours/week = 5

## 2. STAFF

|                              |                            |                          |
|------------------------------|----------------------------|--------------------------|
| <i>Unit Coordinator:</i>     | Biplob R. Ray              | bray@academic.mit.edu.au |
| <i>Unit Moderator:</i>       | Dr Tony De Souza-Daw       | tdesouzadaw@mit.edu.au   |
| <i>Lecturer (Melbourne):</i> | Biplob R. Ray              | bray@academic.mit.edu.au |
| <i>Tutor (Melbourne):</i>    | Biplob R. Ray, Paul Carnie |                          |

## 3. BRIEF DESCRIPTION

This is a fifth trimester core unit out of a total of 24 units in the Bachelor of Networking (BNet) and Bachelor of Engineering Technology (Telecommunications) BEngTech(Tel). This unit addresses the BNet and BEngTech(Tel) course learning outcomes and complements other courses in a related field by developing students' knowledge and skills in networks. For further course information refer to: <http://www.mit.edu.au/courses/bachelor-networking> and <http://www.mit.edu.au/courses/bachelor-engineering-technology-telecommunications>

In this unit, students gain in depth knowledge of wireless network communication technology and security issues. Students learn how to configure Cisco wireless routers for local and remote workers. They will gain skill in securing wireless networks. The content of this unit will cover the following areas:

- General overview of wireless communication architecture
- Different types of wireless networks and protocols.
- Architecture details.
- Protocols used by those networks.
- Security vulnerabilities
- Possible attacks.
- Mitigation technique.
- Cisco wireless LAN security
- Wireless LAN component
- WLAN Basic architecture and privacy method
- Cisco routers Encryption and Data Integrity Protocols
- Implementation and management of WLAN security
- Design consideration
- Deployment issues

## 4. LEARNING OUTCOMES

At the completion of this unit students should be able to:

- a. Provide in-depth descriptions of wireless architecture and security vulnerabilities.
- b. Analyse practical alternatives of how to build, protect and manage WPAN, WLAN.
- c. Design a secure WLAN and utilise techniques to mitigate possible attacks.
- d. Install, configure, and maintain secure WLAN Controllers (WLCs) and Bluetooth devices for an organization.
- e. Solve complex problems in secure wireless network designs.
- f. Provide descriptions of wireless router configuration and implementation.



- g. Help enterprises to maintain and implement a secure wireless networks.
- h. Contribute and cooperate with teams for implementing secure wireless network.
- i. Help managing and administrating enterprise wireless networks

## 5. GRADUATE ATTRIBUTES

MIT is committed to ensure the course is current, practical and relevant so that graduates are “work ready” and equipped for life-long learning. In order to accomplish this, the MIT Graduate Attributes identify the required knowledge, skills and attributes that prepare students for the industry.

The level to which Graduate Attributes covered in this unit are as follows:

| MIT Graduate Attributes                  |   | Extent of Attributes Coverage | Evidence and Notes  |
|--|---|-------------------------------|---|
| <b>Ability to Communicate</b>            | The ability to communicate effectively and appropriately in a range of contexts to achieve high order speaking, listening, reading, writing, numeracy and information technology communication skills.                                      |                               | Participation and discussion during weekly lectures, and tutes/labs.<br>Writing reports for laboratory submissions, individual assignment and group assignments reflect on current wireless network security and practice.<br>Students practice ICT and numeracy in laboratories. |
| <b>Independent and Lifelong Learning</b> | A capacity to be a self-directed learner and thinker and to study and work independently, resulting in continuous learning, resilience, confidence, learning transferable and time management skills and an ability to learn independently. |                               | Students practice and develop independent and lifelong learning by individually design, develop and criticise wireless network security concepts guided by the assessments.   |
| <b>Ethics</b>                            | Awareness, sensitivity, and commitment to ethics and ethical standards in personal, social, business and professional contexts.   |                               | Not covered   |
| <b>Analytical and Problem Solving</b>    | The ability to collect, analyse and evaluate information and ideas and to solve problems by thinking clearly, critically and creatively. To solve problems and issues using established methods of enquiry.                                 |                               | Students will develop their analytical and problem solving in the assessments such as assignments and final exam.   |
| <b>Cultural and Global Awareness</b>     | An acknowledgment of and respect for: equality of opportunity; individual and social responsibility; and a recognition and appreciation of other cultures and times recognizing the global context of business.                             |                               | Not addressed.  |
| <b>Team work</b>                         | A capacity to relate to, collaborate with, and, where appropriate lead others, and to exchange views and ideas in order to achieve desired outcomes through teamwork, negotiation, conflict resolution, and leadership.                     |                               | Some of the activities are in groups of two or three, but laboratory submissions, assignments and tests are individual.   |



|   |   |  |  |
|---|---|--|--|
|   |   |  |  |
| <b>Specialist knowledge of a field of study</b> | Comprehensive specialist knowledge of a field of study and defined professional skills ensuring work readiness. |  | Developed through theory presented in the lectures and practical laboratory exercises throughout the unit. Tested in the mid-semester tests, final exam and explored in problem classes discussions. |

Legend:

Colour coding

Extent covered

|  |   |
|--|---|
|  | The standard is covered by theory and practice, and addressed by assessed activities in which the students <b>always</b> play an active role, e.g. workshops, lab submissions, assignments, demonstrations, tests, examinations |
|  | The standard is covered by theory or practice, and addressed by assessed activities in which the students <b>mostly</b> play an active role, e.g. discussions, reading, interpreting documents, tests, examinations             |
|  | The standard is discussed in theory or practice; it is addressed by assessed activities in which the students may play an active role, e.g. lectures and discussions, reading, interpretation, workshops, presentations         |
|  | The standard is presented as a side issue in theory or practice; it is not specifically assessed, but it is addressed by activities such as lectures or tutorials   |
|  | The standard is not considered, there is no theory or practice or activities associated with this standard  |

## 6. CONTENT

This unit will cover the content below:

| Week         | Topic  | Lab/Tute   | Reading  |
|--------------|--|--|--|
| Week 1:      | General overview; Overview of wireless networks foundation | Discussed in lecture and practiced in labs.  | Chapter One from our CWSP[2] Guide to Wireless Security book and others as specified in the lecture  |
| Week 2:      | WPAN, WMAN, WLAN, WWAN and their uses,                     | Discussed in lecture and practiced in labs using backtrack, other hardware and software. | Chapter One from our CCNA[1] Study Guide book and others as specified in the lecture.                |
| Week 3:      | Enterprise Wireless Hardware Security                      | Discussed in lecture and practiced in labs   | Chapter six from our CWSP[2] Guide to Wireless Security book and others as specified in the lecture  |
| Weeks 4 – 6: | Wlan RF Fundamentals, Regulation Bodies                    | Discussed in lecture and practiced in labs   | Chapters two and four from our CCNA[1] Study Guide book and others as specified in the lecture.      |
| Week 7:      | Wlan Frames & Standards                                    | Discussed in lecture and practiced in labs   | Chapter four from our CCNA[1] Study Guide book and others as specified in the lecture.               |
| Week 8:      | Wireless Sec Models  | Discussed in lecture and practiced in labs   | Chapter five from our CWSP[2] Guide to Wireless Security book and others as specified in the lecture |
| Week 9:      | Designing a Secure Wireless Network                        | Discussed in lecture and practiced in labs   | Chapter seven from our CWSP [2] Guide to Wireless Security book and others as specified in the       |

|          |  |  | lecture  |
|----------|--|--|--|
| Week 10: | Managing the Wireless Network                | Discussed in lecture and practiced in labs | Chapter ten from our CWSP[2] Guide to Wireless Security book and others as specified in the lecture    |
| Week 11: | Operational Support and Wireless Convergence | Discussed in lecture and practiced in labs | Chapter twelve from our CWSP[2] Guide to Wireless Security book and others as specified in the lecture |
| Week 12: | Review                                       |  |  |

## 7. UNIT RESOURCES

### Text Book:

- [1] T. Lammle, *CCNA Wireless Study Guide*, Chichester/GB: John Wiley & Sons, 2010.  
 [2] M. Ciampa, *CWSP Guide to Wireless Security*, 1st Edition, Boston/US: Cengage Learning, Inc, 2007.

### Other References:

- [3] Y. Xiao, Y. Pan, *Emerging Wireless LANs, Wireless PANs, and Wireless MANs*, Chichester/GB: John Wiley & Sons Inc., 2009.  
 [4] J. R. Vacca, *Guide to Wireless Network Security*, New York: Springer-Verlag, 2006.  
 [5] T. Lammle, *CCNA: Cisco Certified Network Associate study guide*, Chichester/GB: Cisco press, 2011.

### INTERNET REFERENCES:

To be advise during the semester.

### Adopted Reference Style: IEEE

## 8. LEARNING ACTIVITIES

Each student is expected to:

1. Attend all scheduled lectures/tutorials and complete all prescribed work by due date;
2. Read all prescribed text references and other material referred to throughout the course;
3. Actively participate via listening in lectures/completing prescribed course work/identifying areas requiring clarification and asking questions in classes to gain clarification.
4. Consistently apply dedication to the course throughout the semester.

Laboratories and tutorials are specifically designed so that students may gain clarification throughout the semester. Students risk not gaining the necessary clarification of course material if they delay their study rather than consistently applying themselves throughout the semester.

## 9. ASSESSMENT

| Assessment Task                                  | Release Date     | Due Date   | A   | B   | Learning Outcomes Assessed |
|--|------------------|--|-----|-----|----------------------------|
| Labs   | Each week in lab | Each week in lab   | 10% |     | a-i                        |
| Individual Assignment- Assignment 1              | Week 2           | Week 7 (specific date and time stated on AMS and the assessment.)  | 20% |     | a,e,g                      |
| Mid Semester Test                                |                  | Week 5 (During Lecture)  |     | 10% | a,c,d,f,g                  |
| Group Assignment 2 with individual demonstration | Week 6           | Report at Week 10 (specific date and time stated on AMS and the assessment.)<br>Demonstration at week 11 | 20% |     | a-h                        |
| Exam (3 hours)                                   | End of semester  |  |     | 40% | a -i                       |
| <b>TOTAL</b>                                     |                  |  | 50% | 50% |                            |
| <b>MINIMUM MARKS REQUIRED</b>                    |                  |  | 25  | 20  |                            |

**Task Type: Type A: unsupervised, Type B: supervised.**

## 10. ASSESSMENT CRITERIA

In order to receive a pass or higher grade in this unit students must complete Type-A (Assignments and Tutorials) and Type-B (Tests and Final Examination) and must obtain 50% in Task A and 40% in Task B.

### *Late assignments / exercises:*

Late assignments will be penalised at the rate of 10% per day, that is, an assignment is marked out of 90% for 1 day late, 80% for 2 days late, etc. and after 5 working days assignments will attract zero marks.

### *Special Consideration:*

In the case of serious illness, loss or bereavement, hardship or trauma students may be granted special consideration. Completed **Application for Special Consideration** (available from the website or level 8 Reception) and supporting documentation must be submitted directly to the School's Administration Office. This application must be submitted no later than three working days after the due date of the specific piece of assessment or the examination for which the student is seeking Special Consideration. Further information is available at:

<http://www.mit.edu.au/about-mit/institute-publications/policies-procedures-and-guidelines/special-considerationdeferment>

### *Available Grades:*

A list of the available grades, a description of the corresponding required student performance and the required percentages for the unit is also given in the MIT Handbook and the MIT website.

| Grade Distribution Table |               |
|--------------------------|---------------|
| <b>HD</b>                | 80% and above |
| <b>D</b>                 | 70 – 79%      |
| <b>C</b>                 | 60 – 69%      |
| <b>P</b>                 | 50 – 59%      |
| <b>MN</b>                | 40 – 49%      |
| <b>N</b>                 | 0-39%         |

## 11. ACADEMIC INTEGRITY

It is important to learn from the work of others and students are encouraged to explore the library, World Wide Web resources and have discussions with other students. However work for assessment must be entirely the student's own work.

Contract Cheating—employing or passing off work of any other person as the student's own work eg paying another person to write the assignment- is a serious breach of academic integrity and is not acceptable.

Plagiarism or Collusion—copying or using the work of others without giving details of the source of information—is not acceptable. All sources used and any collaboration in the exploratory work for an assignment must be clearly acknowledged using standard academic referencing.

Students must not allow other students to copy their work and must take care to safeguard against this happening. In cases of copying, normally all students involved will be penalised equally; an exception will be if a student can demonstrate the work is his/her own and that student took reasonable care to safeguard against copying.

Academic Misconduct is a serious offence. Typically, students who are caught cheating will, for a first minor offence, be given a zero mark for that task. A serious offence could result in suspension or expulsion. For more information refer to: <http://www.mit.edu.au/about-mit/institute-publications/policies-procedures-and-guidelines/student-misconduct-policy>, and <http://www.mit.edu.au/about-mit/institute-publications/statutes-and-regulations/regulation-311-academic-misconduct>.

## 12. ACADEMIC REGULATIONS

Students should note that supplementary information concerning teaching, learning, and assessment may be provided from time to time. In response to unforeseen circumstances this may include changes in times or location of classes, order of the schedule or due dates for assignments. Announcement of these matters in classes and placement of a notice on the officially designated noticeboard shall be deemed to be official notification.

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## 13. STUDENT SUPPORT

It is recommended that students who have life circumstances or personal limitations that may affect their course of study should refer to the list of Student Services contacts on the official notice board, and to the Special Consideration policy in the Student Handbook.

## 14. STUDENT FEEDBACK

Students are encouraged to give feedback on each unit whenever it is offered. This is part of MIT's commitment for continuous improvement and such feedback is valued and acted upon.

## **UNIT DESCRIPTION**

### **Bachelor of Business (BBUS) BK302 E-Marketing**

**Trimester 3, 2014**



**1. ENTRY REQUIREMENTS AND SUBJECT WEIGHTING**

*Prerequisites:* BK202; BK212  
*Corequisites:* N/A  
*Credit Points:* 15 credit point  
*Workload:* Timetabled hours/week: 3: Lecture and Tutorial  
Personal study hours/week: Minimum of 6 hours per week

**2. STAFF**

*Unit Coordinator:* Dr Steven Mennen  
*Unit Moderator:*  
*Lecturers:* Dr Steve Mennen (Mel), (Syd)  
*Tutors:* Dr Steve Mennen (Mel), (Syd)

**3. BRIEF DESCRIPTION**

This subject presents the essential facets of applying digital technologies within contemporary marketing organisations. It is based on sound, practical knowledge and equips students with an array of competencies valued by marketing practitioners and companies globally. In this hyper competitive environment marketing needs to be at the forefront of technologies and approaches – E-Marketing delivers a solid foundation for this, and blends seamlessly into the Marketing major, integrating with and adding value to other marketing major subjects like market research (much of which is conducted online) and consumer behaviour (again interdependent with E-Marketing as much of our consumption behaviour is now online). In summary, E-Marketing provides students with a key component in the repertoire of talents required for the marketer of today.

This unit will cover the following topics:

1. E-Marketing as part of the marketing communications mix
2. Online business models and strategies
3. Branding and video marketing
4. Social media marketing
5. Developing and maintaining effective websites
6. Measuring and evaluating web marketing programs

**4. LEARNING OUTCOMES**

At the completion of this unit, students will be able to:

- a. Explain how the Internet originated and what makes it unique as a communications and transactions medium
- b. Critically evaluate the concept and functions of online business models including the concept of the value proposition
- c. Evaluate the ways in which consumer media habits are changing including how and why online advertising and promotion is effective
- d. Describe and develop internet marketing strategies and programs including the creation of a unique website
- e. Apply online performance evaluation tools, including measuring and evaluating web marketing programs
- f. Work collaboratively within a team
- g. Research, examine, analyse and evaluate E-Marketing issues and prepare a business report

## 5. GRADUATE ATTRIBUTES

MIT is committed to ensure the course is current, practical and relevant so that graduates are 'work ready' and equipped for life-long learning. In order to accomplish this, the MIT Graduate Attributes identify the required knowledge, skills and attributes that prepare students for the industry. The levels to which Graduate Attributes covered in this unit are as follows:

| <i>Graduate Attribute</i>                          | <i>Description</i>  | <i>Extent of Attribute Coverage</i> | <i>Evidence and Notes</i>  |
|--|---|-------------------------------------|--|
| Ability to Communicate                             | The ability to communicate effectively and appropriately in a range of contexts to achieve high order speaking, listening, reading, writing, numeracy and information technology communication skills                                       | 1                                   | In class test; individual report; group report and presentation; final exam                      |
| Independent and lifelong learning                  | A capacity to be a self-directed learner and thinker and to study and work independently. Resulting in continuous learning, resilience, confidence, learning transferable and time management skills and an ability to learn independently. | 3                                   | Individual report; group report and presentation; final exam                                     |
| Ethics   | Awareness, sensitivity, and commitment to ethics and ethical standards in personal, social, business and professional contexts.   | 4                                   | In class activities; group report and presentation   |
| Analytical and Problem Solving                     | The ability to collect, analyse and evaluate information and ideas and to solve problems by thinking clearly, critically and creatively to solve problems and issues using established methods of enquiry.                                  | 1                                   | In class activities; in class test; individual report; group report and presentation; final exam |
| Cultural and Global Awareness                      | An acknowledgement of and respect for: equality of opportunity; individual and social responsibility; and a recognition and appreciation of other cultures and times recognising the global context of business.                            | 2                                   | In class activities; individual report; group report and presentation                            |
| Teamwork Cooperation, Participation and Leadership | A capacity to relate to, collaborate with, and, where appropriate lead others, and to exchange views and ideas in order to achieve desired outcomes through teamwork, negotiation, conflict resolution, and leadership                      | 2                                   | In class activities; attendance/participation; group report and presentation                     |
| Specialist knowledge of a field of study           | Comprehensive specialist knowledge of a field of study and defined professional skills ensuring work readiness.   | 1                                   | In class activities; in class test; individual report; group report and presentation; final exam |

Levels of Attainment:

|   |   |
|---|---|
| 1 | The attribute is covered by theory and practice, and addressed by assessed activities in which students <b><u>always</u></b> play an active role, e.g. workshops, lab submissions, assignments, demonstrations, tests, examinations.        |
| 2 | The attribute is covered by theory or practice, and addressed by assessed activities in which students <b><u>mostly</u></b> play an active role, e.g. workshops, lab submissions, assignments, interpreting documents, tests, examinations. |
| 3 | The attribute is discussed in theory or practice; it is addressed by assessed activities in which the students may play an active role, e.g. lectures and discussions, reading, interpretation, workshops, presentations.                   |

|          |  |
|----------|--|
| <b>4</b> | The attribute is presented as a side issue in theory or practice; it is not specifically assessed, but it is addressed by activities such as lectures or tutorials |
| <b>5</b> | The attribute is not considered, there is no theory or practice or activities associated with this attribute.  |

## 6. UNIT PLANNER

The following table lists the topics and other activities in the unit week-by-week during the trimester. It is a guide only and there may be variations in order to accommodate any special needs of the class, public holidays or other circumstances.

| Week      | Topic  | Tutorial   | Reading                             |
|-----------|--|--|-------------------------------------|
| <b>1</b>  | Internet Marketing as Part of Marketing Communications Mix | Discussion of course content and Unit Outline.<br>See Moodle Topic for Class Activities.     | Roberts & Zahay, 2013<br>Chapter 1  |
| <b>2</b>  | Online Business Models and Strategies                      | See Moodle Topic for Class Activities  | Roberts & Zahay, 2013<br>Chapter 3  |
| <b>3</b>  | Direct and Database Foundations                            | See Moodle Topic for Class Activities<br><b>Assessment Item 1:<br/>In class test</b>         | Roberts & Zahay, 2013<br>Chapter 4  |
| <b>4</b>  | Branding and Video Marketing                               | See Moodle Topic for Class Activities  | Roberts & Zahay, 2013<br>Chapter 5  |
| <b>5</b>  | Display Advertising and Other Customer Acquisition Tools   | See Moodle Topic for Class Activities  | Roberts & Zahay, 2013<br>Chapter 6  |
| <b>6</b>  | Search Marketing – SEO and PPC                             | See Moodle Topic for Class Activities<br><b>Assessment Item 3:<br/>Individual Report Due</b> | Roberts & Zahay, 2013<br>Chapter 8  |
| <b>7</b>  | Social Media Marketing                                     | See Moodle Topic for Class Activities  | Roberts & Zahay, 2013<br>Chapter 9  |
| <b>8</b>  | Developing and Maintaining Effective Websites              | See Moodle Topic for Class Activities.   | Roberts & Zahay, 2013<br>Chapter 12 |
| <b>9</b>  | Lead Generation and Conversion                             | See Moodle Topic for Class Activities.   | Roberts & Zahay, 2013<br>Chapter 10 |
| <b>10</b> | Customer Relationship Development and Management           | See Moodle Topic for Class Activities.   | Roberts & Zahay, 2013<br>Chapter 11 |
| <b>11</b> | Measuring and Evaluating Web Marketing Programs            | <b>Assessment Item 4: Group Project and Presentation Due</b>                                 | Roberts & Zahay, 2013<br>Chapter 14 |
| <b>12</b> | Course/Exam revision                                       | Exam revision  |                                     |

## 7. TEXT BOOK & REFERENCE READING

### **Prescribed Text Book:**

Roberts, M.L. & Zahay, D. (2013) *Internet Marketing: Integrating Online and Offline Strategies*, 3<sup>rd</sup> Ed. Cengage Learning

### **Recommended:**

Barker, M., Barker, D., Bormann, N. & Neher, K. (2013) *Social Media Marketing: A Strategic Approach*: Cengage Learning

Chaffey, D. & Ellis-Chadwick, F. (2012) *Digital Marketing: Strategy, Implementation and Practice*, 5<sup>th</sup> Ed. : Pearson Education

Strauss, J. & Frost, R. (2013) *E-Marketing International Edition*, 7<sup>th</sup> Ed Pearson Higher Ed USA

### **Adopted Reference Style: APA**

## 8. LEARNING ACTIVITIES

Each student is expected to:

1. Attend all scheduled lectures / tutorials and complete all prescribed work by the due date;
2. Read all prescribed text references and other material referred to throughout the course;
3. Actively participate via listening in lectures / completing prescribed course work / identifying areas requiring clarification and asking questions in classes to gain clarification.
4. Consistently apply himself/herself to the course throughout the semester.

Laboratories and tutorials are specifically designed so that students may gain clarification throughout the semester. Students risk not gaining the necessary clarification of course material if they delay their study rather than consistently applying themselves throughout the semester.

## 9. ASSESSMENT

| Assessment Task                                | Due Date               | A          | B          | Learning Outcomes Assessed |
|--|------------------------|------------|------------|----------------------------|
| Assessment Item 1:<br>In class test            | Week 3                 |            | 5%         | a-g                        |
| Assessment Item 2:<br>Attendance/Participation | Weeks 3-12             |            | 10%        | a-g                        |
| Assessment Item 3:<br>Individual Report        | Week 6                 | 20%        |            | a-g                        |
| Assessment Item 4:<br>Group Project            | Week 11                | 25%        |            | a-g                        |
| Assessment Item 4:<br>Examination (3 hours)    | Date/Time as Published |            | 40%        | a-g                        |
| <b>Totals</b>                                  |                        | <b>45%</b> | <b>55%</b> | <b>100%</b>                |

**Task Type: Type A: unsupervised, Type B: supervised**

## 10. ASSESSMENT CRITERIA

**In order to receive a pass or higher grade in this unit it is expected that students will complete all assessments and must complete the Final Examination. *Students must obtain a mark of 40% in the final exam and at least 50 % overall.***

*Late assignments / exercises:*

Late assignments will be penalised at the rate of 10% per day, that is, an assignment is marked out of 90% for 1 day late, 80% for 2 days late, etc. and after 5 working days, assignments will attract zero marks.

**Assignment Submission:**

*All written assignments for this subject except the examination and in-class tests* must be submitted to the Assessment Collection Centre, Level; Melbourne Level 7, Sydney Level 3. Students must attach an assignment cover sheet to the front of the assignment. The cover sheet is available on <https://online.mit.edu.au/ams/>

**Special Consideration:**

In the case of serious or debilitating illness, loss or bereavement, hardship or trauma students may be granted special consideration. Your completed **Application for Special Consideration** (available from the website or level 8 Reception) and supporting documentation must be submitted directly to the School's Administration Office. You must submit this application no later than three working days after the due date of the specific piece of assessment or the examination for which you are seeking Special Consideration. Further information is available at:

<http://www.mit.edu.au/about-mit/institute-publications/policies-procedures-and-guidelines/special-considerationdeferment>

**Available Grades:**

A list of the available grades, a description of the corresponding required student performance and the required percentages for the unit is also given in the MIT Handbook and the MIT website.

| Grade Distribution Table |               |
|--------------------------|---------------|
| <b>HD</b>                | 80% and above |
| <b>D</b>                 | 70 – 79%      |
| <b>C</b>                 | 60 – 69%      |
| <b>P</b>                 | 50 – 59%      |
| <b>MN</b>                | 40 – 49%      |
| <b>N</b>                 | 0-39%         |

## 11. ACADEMIC INTEGRITY

It is important to learn from the work of others and you are encouraged to explore the library, World Wide Web resources and have discussions with other students. However work for assessment must be entirely the student's own work.

Contract Cheating—employing or passing off work of any other person as the student's own work eg paying another person to write the assignment- is a serious breach of academic integrity and is not acceptable.

Plagiarism—copying or using the work of others without giving details of the source of information—is not acceptable. All sources used and any collaboration in the exploratory work for an assignment must be clearly acknowledged using standard academic referencing.

You must not allow other students to copy your work and must take care to safeguard against this happening. In cases of copying, normally all students involved will be penalised equally; an exception will be if you can demonstrate the work is your own and you took reasonable care to safeguard against copying.

Plagiarism is a serious offence. Typically, students who are caught plagiarising will, for a first offence, be given a zero mark for that task. Academic Misconduct is a serious offence. Typically, students who are caught cheating will, for a first minor offence, be given a zero mark for that task. A serious offence could result in suspension or expulsion. For more information refer to: <http://www.mit.edu.au/about-mit/institute-publications/policies-procedures-and-guidelines/student-misconduct-policy>, and



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## **14. STUDENT FEEDBACK**

Students are encouraged to give feedback on each unit whenever it is offered. This is part of MIT's intention to continuously improve and such feedback is valued and acted upon.

This is a new unit and it is offered for the first time. Please complete a Student Evaluation at the end of this trimester.

## **15. STUDY SKILLS**

Study Skills support is available on Level 10 MIT Melbourne and Level 7 MIT Sydney.

For more information refer to: <http://www.mit.edu.au/student-resources/student-services/study-skills-academic-services>



A. S. M. Sajeev [asajeev]  
Sydney campus

Study Skills Centre

[Online learning resources](#)

[Online Mentoring System](#)

## Study Assist

MIT offers a free Study Assist program to facilitate and enhance learning. Students can book individual consultations with the Study Assist Coordinator as well as attend group workshops. Students are required to book a session through the Study Assist Coordinator. Students are advised to join the Study Assist program mailing list.

[TOP](#) ↑

## Workshops

### Sydney campus

Throughout the semester, a range of workshops are run on weekdays. Topics covered include approaching written assignments, avoiding plagiarism, paraphrasing and summarising, effective technical writing and making the most of group work. Check the timetable for details. Booking can be made by signing up online or through the Study Skills Coordinator. Please book early as places are limited.

| Topic  | Week | Day       | Date           | Place    | Time              |
|--|------|-----------|----------------|----------|-------------------|
| Using Word to format and reference your assignments          | 4    | Tuesday   | 12th August    | Room 204 | 02.30pm - 03.30pm |
| Writing Assignments  | 4    | Wednesday | 13th August    | Room 103 | 01.30pm - 03.30pm |
| Writing Law Assignments                                      | 5    | Wednesday | 21st August    | Room 102 | 01.30pm - 03.30pm |
| Working in Groups  | 5    | Wednesday | 21st August    | Room 101 | 01.30pm - 03.30pm |
| Using Word to format and reference your assignments (Repeat) | 5    | Thursday  | 22nd August    | Room 204 | 02.30pm - 03.30pm |
| Using Excel for Assignments                                  | 6    | Tuesday   | 26th August    | Room 204 | 02.30pm - 03.30pm |
| Working in Groups (Repeat)                                   | 6    | Wednesday | 27th August    | Room 101 | 01.30pm - 03.30pm |
| Paraphrasing and Referencing                                 | 6    | Wednesday | 27th August    | Room 103 | 01.30pm - 03.30pm |
| Writing Law Assignments (Repeat)                             | 7    | Wednesday | 03rd September | Room 102 | 01.30pm - 03.30pm |

| Topic  | Week | Day       | Date           | Place    | Time              |
|--|------|-----------|----------------|----------|-------------------|
| Using Excel for Assignments (Repeat)             | 7    | Thursday  | 04th September | Room 204 | 02.30pm - 03.30pm |
| Using PowerPoint                                 | 8    | Tuesday   | 09th September | Room 204 | 02.30pm - 03.30pm |
| Paraphrasing and Referencing (Repeat)            | 8    | Wednesday | 10th September | Room 103 | 01.30pm - 03.30pm |
| Assertiveness and Communications Skills          | 9    | Wednesday | 17th September | Room 101 | 01.30pm - 03.30pm |
| Using PowerPoint (Repeat)                        | 9    | Thursday  | 18th September | Room 204 | 02.30pm - 03.30pm |
| Assertiveness and Communications Skills (Repeat) | 10   | Wednesday | 24th September | Room 101 | 01.30pm - 03.30pm |
| Exam Preparation                                 | 12   | Wednesday | 01th October   | Room 102 | 01.30pm - 03.30pm |

The Counsellor at MIT also offers you support for your studies through:

- Individual Counselling
- Intervention Program

Contact - Ms Meenal Khera

Student Counsellor, MIT Sydney Campus

Ph: +61 2 8267 1400

Email: [mkhera@mit.edu.au](mailto:mkhera@mit.edu.au)

## Individual Consultations

Students can ask for guidance about many aspects of academic work, including:

- Referencing skills
- Report writing structure
- Essay writing structure
- Paraphrasing
- Avoiding plagiarism
- Grammar
- Oral presentations
- Researching skills
- Time management skills
- Exam preparation
- Overall strategies for understanding analysing concepts

To make an appointment for an individual consultation please email the study skills coordinator, Hien Fabiansson (for Sydney campus students) to arrange a time. If you are consulting on an assignment please forward the assignment question outline and/or draft 24 hours before your appointment to [hfabianxxx@xxx.xxx.xx](mailto:hfabianxxx@xxx.xxx.xx). Please note, confidentiality is an integral part of the program. No information regarding individual consultations will be provided to anyone without the express written permission of the subject involved.

## Online Learning Resources

Below are the links to websites that you may find helpful:

| Site  | Study skills | Academic writing | Academic reading | Oral presentations |
|---|--------------|------------------|------------------|--------------------|
| <a href="#">Academic skills online</a><br>(University of Canberra)  | ✓            | ✓                | ✓                | ✓                  |
| <a href="#">Language and learning skills unit</a><br>(University of Melbourne)  | ✓            | ✓                | ✓                | ✓                  |
| <a href="#">Student learning centre</a><br>(Flinders University)  | ✓            | ✓                | ✓                | ✓                  |
| <a href="http://www.ego4u.com">www.ego4u.com</a><br>(Grammar help)  |              | ✓                |                  |                    |
| <a href="http://www.federation.edu.au/library">http://www.federation.edu.au/library</a><br>(Federation University of Australia) | ✓            | ✓                | ✓                | ✓                  |
| <a href="#">The blue book of grammar and punctuation</a><br>(Jane Straus)   |              | ✓                |                  |                    |
| <a href="#">Learning Lab</a><br>(RMIT University)   | ✓            | ✓                |                  |                    |

## More information

- [Policy on Academic Integrity for Students](#)
- [APA referencing style guide](#)
- [FedUni Plagiarism Policy](#)

## Design and security of assessment

To minimise opportunity for academic misconduct the University implements strategies around the design of assessment and the online submission of assignments. Approaches include the use of local or specialised case materials for analysis, avoiding widely available case material, requiring multiple case studies or material from multiple sources to be included in student work and varying assignment tasks from year to year. Text matching software such as TurnItIn and SafeAssign is utilised as an educational tool and to assist academic staff in the detection of breaches of academic integrity. In addition, each student is required to sign an academic declaration on every assessment item they submit, including students undertaking a dissertation in Bachelor Honours and Masters Degree Coursework and Extended programs.

The University's [End of Semester Centrally Administration Examination Policy](#) was recently amended to strengthen provisions around security of examination questions, answers and papers. Changes were also made in 2014 to the University's [Assessment Submission and Return Procedures](#), specifically the section on Responsibility for Assessment Items.

Each semester the Student Academic Integrity Coordinator produces a report on the extent to which each assessment type as classified in [Assessment Types in Use at Griffith University](#) has been breached.

At the end of semester 1, 2014 the following was reported:

- Written assignments continue to attract the highest number of AI breaches accounting for approximately 71% of total breaches (284 breaches total). The most common types of breaches for this assessment type relate to referencing and copying from the internet, followed by copying from text, artwork and diagrams and unacknowledged copying.
- Poor referencing comprises approximately 29% of all breaches (116 breaches).
- Collusion was the next highest breach type comprising approximately 14% of all breaches (58 breaches)
- There were less instances of breaches in the Observation or Record of Practice assessment type in semester 1, 2014 than semester 1, 2013; however the reported breaches were for misrepresentation where previously they had been for referencing or copying.
- Breaches reported for examinations – there was a slight decrease from semester 1, 2013 (378 breaches) to semester 1, 2014 (361 breaches).
- Breaches involving acquiring or commissioning a piece of work which is not his/her own for assessment purposes (6 breaches) only occurred with written assignments.
- Breaches for the assessment type other – Test or Quiz remained fairly steady from semester 1, 2013 to semester 1, 2014.
- In semester 1 2014, the breach type in which the University was experiencing an increase was collusion where it had previously been copying from the internet. This has been supported by anecdotal reports of students arranging to meet and undertake online tests or quizzes.

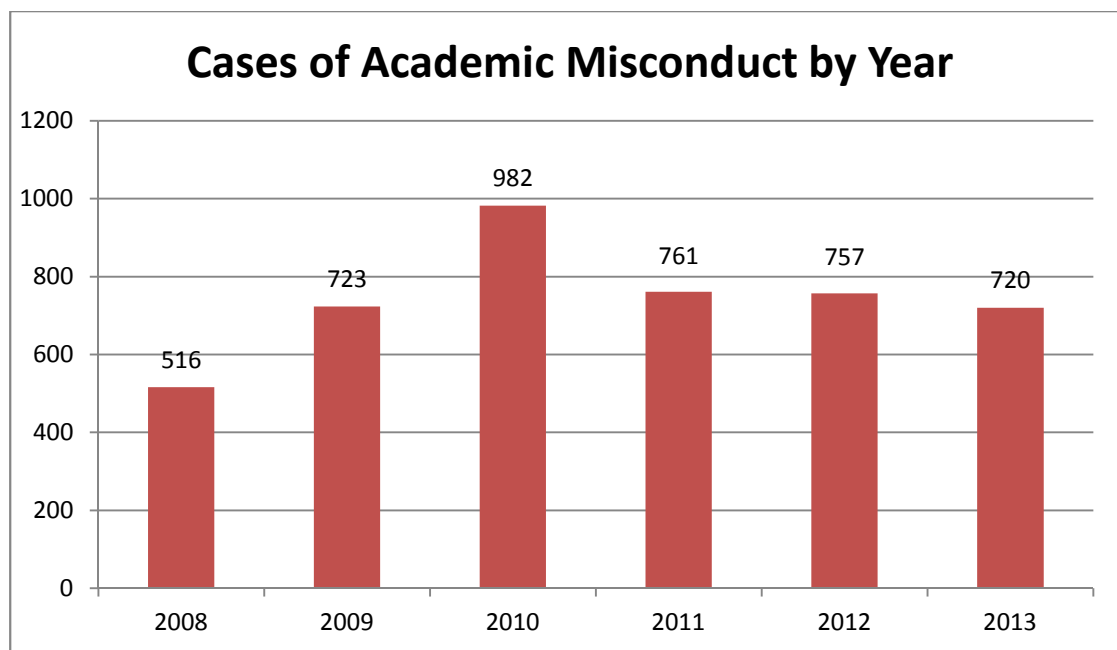


Griffith's policies are subject to regular review to ensure they remain current and effective. Recent changes to the Institutional Framework, *Student Academic Misconduct Policy* and *Academic Misconduct Policy – Higher Degree Research Students* were considered by Academic Committee on 27 November and will be considered by University Council in early 2015.

### Record keeping for evaluation

The Institutional Framework is supported by a Student Academic Integrity Coordinator (SAIC) and the Student Academic Integrity Management System (SAIMS) to ensure fair, efficient and consistent decision making in relation to academic breaches across the University. The SAIMS supports academic staff in dealing with sustained academic misconduct by recording concerns and monitoring actions taken in response to breaches. The system is managed by the Student Academic Integrity Coordinator, who refers concerns to the appropriate decision maker. Once a finding of academic misconduct has been determined, the SAIC advises the decision maker of previous breaches to assist them in determining the appropriate Educational Response and/or Penalty to be applied.

The SAIMS facilitates the centralised tracking of allegations made against students and enables the University to produce reports detailing the number and types of academic misconduct cases. This has proved valuable in identifying trends in academic misconduct, implementing appropriate educational responses and publishing the data as a deterrent for students. The number of cases of academic misconduct as illustrated in the following graph spiked in 2010, otherwise cases have remained fairly constant over the last 5 years, which is an indicator of the effectiveness of the University's *Academic Integrity Framework* and educational strategies.



The above graph includes academic misconduct cases for all modes and all teaching sites (including online and transnational).

The first phase of the trial of the *Academic Integrity Framework* commenced in the Arts, Education and Law (AEL) Group and Griffith Sciences (SCG) on 8 October 2007 and continued up until the end of semester 1, 2008. The second university-wide phase commenced at the beginning of Semester 2, 2008 and continued to the end of the 2009 academic year. The third implementation phase began at the beginning of the 2010 academic year which may account for the spike in cases that year.



19 December 2014

Professor Nick Saunders AO  
Acting Chief Commissioner, TEQSA  
Level 14, 530 Collins Street  
Melbourne, 3000

Dear Professor Saunders

Thank you for your letter of 24 November 2014 concerning cheating in the higher education sector.

Holmes Institute has a comprehensive Academic and Academic Misconduct Integrity Policy, a copy of which will have been submitted to TEQSA as part of our registration application. In view of your letter we have reviewed that policy and enhanced it by adding the following definition under examples of academic misconduct:-

- submitting work that has been acquired from a third, external party, including those acquired online.

Holmes has, indeed, been subject to 'contract cheating' and has received notice of specific cases on 4 occasions from S 47F who is carrying out research into this issue. We have also been the subject of an elaborate 'passing off' plot involving the copying of a Holmes' Student ID card (in China) with a photograph of a qualified CPA who sat an exam on behalf of a Holmes' student. Holmes expelled the student following a formal hearing into the case, which had been uncovered in the exam room by the invigilator. Furthermore, the CPA member who sat the exam was reported to the CPA.

#### Suggestions for dealing with such examples of 'contract cheating'

As a safeguard, Holmes has always had a **compound condition** defining what it means to gain a pass grade - greater than or equal to 50 total mark **AND** greater than or equal to 40% of the component of assessment that constitutes the final exam.

Holmes may embrace a recent trend away from 'continuous assessment' and put more reliance on the final exam i.e. a higher weighting. However this reduces the formative component of assessment for students and increases the summative component.

At Holmes, written assignments often have to be presented verbally which provides some safeguard against 'contract cheating' revealing whether the student at least understands what has been written.

Lecturers and tutors always quiz students about an assignment where doubt of authorship exists.

We are vigilant in our efforts to prevent students from gaining unfair advantage through plagiarism and cheating.

Yours sincerely

Stephen F. Nagle  
DIRECTOR

Melbourne  
185 Spring Street  
Melbourne Victoria 3000  
Telephone +61 3 9662 2055  
Facsimile +61 3 9662 2083

Sydney  
Level 6, 91 York Street  
Sydney New South Wales 2000  
Telephone +61 2 9299 1400  
Facsimile +61 2 9299 0211

Brisbane  
Level 1, 171 Elizabeth Street  
Brisbane Queensland 4000  
Telephone +61 7 3211 4188  
Facsimile +61 7 3211 4199

Gold Coast  
Level 2, Oasis Centre, Victoria Ave  
Broadbeach Queensland 4218  
Telephone +61 7 5592 5477  
Facsimile +61 7 5592 5288

Cairns  
18 Lake Street  
Cairns Queensland 4870  
Telephone +61 7 4041 2855  
Facsimile +61 7 4041 2866