Royal Brisbane Institute of Technology

Student Study Guide

DYNAMIC MANAGEMENT GROUP P/L

Prepared by © Dynamic Management Group Pty. Ltd.

Date: 14th February 2013

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The information in this staff hand book is provided to all staff members for the purposes of advising them of the structure of RBIC/RBIT and also providing all staff members with the information for their responsibilities and duties as staff members. It is important that you should read and understand the total handbook. There are also important provisions relating to the confidentiality of the information provided.

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7th January 2013

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1 Introduction

This study guide provides information to support your study at RBIC/RBIT and help to achieve a successful outcome. The guide should be used in conjunction with the Student Handbook, training materials and assessment information provided by your trainer. If you have any questions regarding the way your studies are being conducted please speak to trainer or the Director of Studies.

If you have any concerns or questions please contact the Course Coordinator, Director of Study, Program Manager, or Administration Registrar Officer.

ADMINISTRATION CONTACT DETAILS

Jasmine Haynes

RBIC/RBIT Academic Management:
Principal Administration Officer/DoS

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Web page: http://RBIC.qld.edu.au
Address: Level 1, 99 Creek Street Brisbane Qld 4000
PO Box, 2998 George Street Post Shop
Brisbane Qld. 4003 Australia
### 1 Academic Calendar

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2 Course Objectives

To succeed in each course you will need to do all of the following:

Read carefully through this document, the Subject Outline and Study Guides for each subject.

Attend all classes and participate in class activities, failure to do so will result in poor academic performance which may affect your visa status. – (DIAC require that you to maintain satisfactory progress academically)

Do follow-up reading from the provided readings as well as from additional sources. It is a requirement that you study the materials provided as they are the basis for all summative assessment tasks at RBIC/RBIT.

To be achieving competency for a subject you have to successfully complete the all assessments tasks for that subject.

You are expected to learn from assigned readings, additional readings beyond those provided, from discussions with class members, from doing assignments, and from the presentations of the Lecturer and class members. Tutorial sessions will provide you with opportunities to learn and achieve the objectives of the subject, but also importantly, is the learning that will be done out of these times in revision and completing the assessments.

3 Assessment Policy and Procedures

Detailed, up-to-date information about the Royal Brisbane Institute of Technology policies relating to assessment can be found online in the College’s Student Handbook under Assessment policies and procedures: http://www.rbit.qld.edu.au. This Policy & Procedure has been included below.

More information about general assessment expectations, requirements and guidelines can be found in the Subject outline, including

- Submission and presentation dates for assignments,
- Details of marking criteria,
- Summative and formative assessment procedures,
- Resubmission procedures,
- Supplementary assessments procedures
- Applying for extensions,
- Late submissions,
- Granting of Cross Credit and Recognition of Prior Learning (RPL)
- Notification of results,
### Assessment Policy

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<td>b) To ensure all student assessments are processed efficiently so both students and academic staff are able to record and access results accurately and within prescribed timelines.</td>
<td>c) All RBIC students and staff</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Policy</th>
<th>d) Assessment Design</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>- All assessments set by RBIC teaching staff will be designed to provide evidence of competency against prescribed elements of competency as described in the appropriate training package documentation.</td>
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<td>- Assessments will use a variety of methods to allow students to show competency including:</td>
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<td></td>
<td>- Written responses</td>
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<td></td>
<td>- Short answer questions</td>
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<td>- Long answer questions</td>
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<td>- Multiple choice questions</td>
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<td>- Formal examinations</td>
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<td>- Observation</td>
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<td>- Professional discussions</td>
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<td>- Presentations</td>
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<td>- Group activities</td>
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<td>- Workplace participation</td>
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<tr>
<th>e) Communication</th>
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<tbody>
<tr>
<td>- All assessments will be approved by the RBIC/RBIT Director of Studies (or a delegate) before being used in the delivery of a course.</td>
</tr>
<tr>
<td>- All assessment items will be communicated to students at the beginning of a course so they are aware of the assessment requirements of the entire course on commencement.</td>
</tr>
<tr>
<td>- Teaching staff will fully inform students of their responsibilities in regard to submitting assessments with the required documentation in the required timeframe.</td>
</tr>
</tbody>
</table>
Submission

- All assessments must be submitted on or before the due date communicated by the teaching staff or a result of Not Yet Competent will be recorded.
- If an assessment is first submitted after the due date and without an extension being approved, this will be considered the second submission.
- Students may seek an extension to this due date if there are exceptional circumstances, such as illness, which may have prevented them from submitting the assessment on the due date.
- All assessments must be submitted using the approved coversheet with all the required fields filled out.
- Assessments submitted without the required cover sheet will not be accepted.
- Assessments must be submitted directly to the trainer at the reception desk for processing.
- Assessments may be submitted directly to teaching staff with the required cover sheet completed.
- Assessments maybe emailed to the teacher with prior approval being given.
- It is the students’ responsibility to ensure that the assessment submission meets the requirements of the Assessment Policy (POL09_14_1).
- It is the students’ responsibility to maintain a copy or backup of all assessments submitted to RBIC.
- It is the students’ responsibility to ensure they receive a receipt (from the bottom of the cover sheet) for their assessment submission.
- It is the student’s responsibility to keep the assessment receipt until the final result has been given.
- Students may be asked to redo any assessment which cannot be located for which no assessment receipt can be produced.

Extensions

- Students may apply to the Director of Studies for an extension to the due date if they are unable to meet the submission deadline due to causes outside of their control.
- Applicants must use the ‘Application for Extension’ form available at the Helpdesk.
- Applications can only be accepted before the due date of the assessment and must be supported by documentary evidence.
- Extensions will only be granted on the following grounds:
  - Medical condition
  - Compassionate / compelling circumstances
  - Religious observance
<table>
<thead>
<tr>
<th>Civic or community duties</th>
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<tbody>
<tr>
<td>Work or recreational commitments are not considered grounds for an extension</td>
</tr>
</tbody>
</table>

Marking

- All assessments will be marked by a qualified teacher with expertise in the content area
- Results will be recorded and stored by RBIC using college approved methods
- Results will normally be made available to students within 2 weeks of submitting the assessment

Resubmission

- If a student is found to be Not Yet Competent for an assessment they will have the opportunity to resubmit the work after receiving feedback from the teaching staff
- Resubmission must be made within 2 weeks of receiving the Not Yet Competent result
- Students may resubmit work no more than 3 times before being marked as Not Yet Competent for the unit and have to resit the unit to gain competency
- No assessments or resubmissions will be accepted more than six weeks after the completion of delivery of that course
- Students who fail to submit all assessments before the end of the six week period, after course has been completed, will be marked as Not Yet Competent and have to resit the entire unit to achieve competency.

Appeals

- All RBIC assessment results may be appealed under the Colleges Academic Appeals Policy (POL_4_1).
- Appeals must be made in writing no more than 20 working days from the time of the disputed action
4 Assessment Practices

As a student at RBIC/RBIT you are required to participate in all assessment tasks. If you are not happy about an assessment process or feel that the assessment has been unfairly assessed then you can fill out a grievance form located at reception. The assessment will be reviewed and you will be formally notified of the results. You have also an opportunity to appeal this final result if you are still unhappy with the outcome.

5 Coversheet and Declaration

All written assignments, whether submitted in hard copy or by email, must be accompanied by a standard Assessment Coversheet. Failure to provide these details in the required form may delay the processing of your assessment item. The form always requires you to identify the following:

- Your full name,
- ID number
- Subject/Module
- The lecturer,
- The due date,
- The assignment title/question getDescription,
- Your current contact details, and
- The following declaration signed (hard copy only) and dated.

"I declare that the work contained in this assignment is my own, except where acknowledgement of sources is made.

I authorise the College to test any work submitted by me, using text comparison software, for instances of plagiarism. I understand this will involve the College or its contractor copying my work and storing it on a database to be used in future to test work submitted by others.

I understand that I can obtain further information on this matter in the Student Handbook

Note: The attachment of this statement on any electronically submitted assignments will be deemed to have the same authority as a signed statement.

All assessment tasks must meet a satisfactory result. It is a requirement that you have constant academic results while studying at RBIC/RBIT. If your assessments and course progress are not satisfactory then it is a requirement via DIAC that your poor academic progress is reported to DIAC (Department of Immigration and Citizenship.) You have a right to appeal this decision via RBIC/RBIT’s grievance procedures and policies.
6 Submissions

All assignments are to be submitted to either the lecturer or submit electronically to the lecturer’s email (in word format).

Do not send executable files (.exe) as attachments as these will be rejected by our email security software. Please do not send your assignments in PDF. Also ensure that all files submitted are attached to the one email.

You will receive a reply that acknowledges receipt of your email, but please note that this reply does not indicate that your assignment has been opened or read at this time.

When submitting your assignment, please ensure that you have attached the Assessment Cover Sheet so that you receive official feedback and a result for your assignment within 2 weeks of submission.

Assessment Cover Sheet is available at the reception.

Please note that the first email submission received will be the one assessed. Any subsequent emails will not be considered, unless the lecturer is notified.

The email address that you use to submit your assignment will be the one that all related correspondence will be sent to.

When submitting your assignment please ensure that you include the following in your subject line:

- Assignment type;
- Student ID;
- Full Name

If the Lecturer experiences any difficulty opening the assignment they will contact you by return email.

The Assessment Identification Form will be either emailed to your student email address or handed to you in person approximately 2 weeks after your submission.

You are expected to keep a copy of your work in case the submitted copy should go missing. You should also keep a record of any emails sent for future reference.
7 Referencing Resources

The Harvard referencing system is the required referencing system for the assessments submissions at RBIC/RBIT.

The author-date, or Harvard, style of referencing is widely accepted in academic publications, although you may see a number of variations in the way it is used.

The information and examples on these pages are based on the Australian Style manual for authors, editors and printers, 6th ed.

This style of referencing requires that you acknowledge the source of your information or ideas in two ways:

- **in the text** of your work, when you refer to ideas or information you have collected during your research. Each reference is indicated by including the author and date of the publication referred to, or cited.
- **in a reference list** at the end of your text, which gives the full details of the works you have referred to, or cited.

In text referencing

You may acknowledge the source of your information or ideas within the text of your work in various ways.

**Quotation**

You may **quote** the author's exact words to support your argument.

**Author's original text**

Biological time is not only scientifically important, but it also greatly affects the productivity and health of a nation. The cost to the nation's health of working out of phase with our biological clocks is probably incalculable at present. In the short term, poor sleep, gastrointestinal problems, higher accident rate, and social problems are evident.


The first example below places more emphasis on the writer, the second on the idea.

**Citing example:**

Rajaratnam (2001, p. 1005) concludes that, 'The cost to the nation's health of working out of phase with our biological clocks is probably incalculable at present.'

'The cost to the nation's health of working out of phase with our biological clocks is probably incalculable at present' (Rajaratnam 2001, p. 1005).
Paraphrase

You may **paraphrase** an author's words or ideas - restating them in your own words, but without altering their meaning or providing your own interpretation of

**Author's original text**

Biological time is not only scientifically important, but it also greatly affects the productivity and health of a nation. The cost to the nation's health of working out of phase with our biological clocks is probably incalculable at present. In the short term, poor sleep, gastrointestinal problems, higher accident rate, and social problems are evident.


---

**Citing example:**

Rajaratnam (2001, p. 1005) argues that, while the notion of biological time is of scientific importance, it is also economically and socially significant at a national level. He points to the health, productivity and social problems which may be attributed to individuals working 'out of phase' with their internal clocks.

---

Summary

You may **summarise** - use your own words to present the key points of an author's argument or ideas, without altering the meaning.

**Author's original text**

Biological time is not only scientifically important, but it also greatly affects the productivity and health of a nation. The cost to the nation's health of working out of phase with our biological clocks is probably incalculable at present. In the short term, poor sleep, gastrointestinal problems, higher accident rate, and social problems are evident.


---

**Citing example:**

In his conclusion, Rajaratnam (2001, p. 1005) points to the possible economic and social costs incurred by a nation, when individuals work 'out of phase' with their biological clocks.

---

**Citing page numbers in-text**

- Page numbers are essential if you are directly quoting someone else’s words. Insert page numbers after the year, separated by a comma. When paraphrasing or summarising, page numbers may be also be included.
• If a work being referred to is long, page numbers might be useful to the reader. In this case, include them in the in-text citation, separated from the year by a comma.
• Use the abbreviations p. for single page, and pp. for a page range, e.g. pp. 11-12

Reference list

The reference list, normally headed 'References', should appear at the end of your work, and should include details of all the sources of information which you have referred to, or cited, in your text.

Order of items in the list

The items in the reference list are arranged alphabetically by the authors 'surname'. Where you have cited more than one work by the same author, those items are then arranged by date, starting with the earliest.

Format of citations in the reference list

The details which need to be included in each citation in the list depend on the type of item referred to, e.g. book, journal article, or website.

The details, or elements, which are included in most citations, should be presented in this order: author - date- title of work - title of larger work (if any) - publishing details

Punctuation and spacing in the citation

Some general rules apply:

• **Authors' names:**
  Use only the initials of the authors 'given names. No full stops, and no spaces, are used between initials.

• **Titles of works:**
  Use minimal capitalization for the titles of books, book chapters and journal articles. In the titles of journals, magazines and newspapers, capital letters should be used as they appear normally. Use italics for the titles of books, journals, and newspapers. Enclose titles of book chapters and journal articles in single quotation marks.

• **Page numbering:**
  Books; page numbers are not usually needed in the reference list. If they are, include them as the final item of the citation, separated from the preceding one by a comma, and followed by a full stop.

In relation to referencing it is important that you read and are familiar with the section in this guide regarding academic misconduct and plagiarism.
8 General Advice

You are strongly advised to keep a copy of your work in case the submitted copy should go missing. It is also important to retain a copy for your own records and future purposes.

You should ensure that your pages are clearly numbered and in order. If there are a number of components to your assessment task, please ensure these are clearly identified and in order.

9 USB and Alternate Memory Storage

RBIC/RBIT strongly recommends that you backup all documentation on USB or alternate memory storage devices.

It is strongly recommended that you send an electronic copy of your work to an e-mail address before you finish the class or when you are ¼ way through the assignment task. Then following the same rule do the same when ½ of the assignment is complete and when ¾ of the assignment is complete.

Please make sure that you also save a copy of each assignment within your home directory at RBIC/RBIT.

Also please remember that all assignments can and will be at sometime useful for referencing when completing additional subject at RBIC/RBIT.

10 Assignment Extensions

A General Request Form must be completed for an assignment extension available at reception.

If you are unable to meet the submission date, you should discuss the issue with the Course Coordinator or Registrar prior to the date and if advised to do so, apply for an assignment extension.

The General Request Form must be completed for an assignment extension, with all sections completed, and supporting documents must be received in writing by the Course Coordinator or Registrar at least ONE (1) week before the assignment submission date. Documentary evidence must be submitted with the extension request.

Only ONE (1) extension will be granted for each assessment task, and for a MAXIMUM of TWO (2) weeks only.

Extension requests will not be considered until the necessary documentary evidence has been provided.

College policy states that extensions requests will only be considered on the following grounds:

- Medical,
- Compassionate or
- Religious observance grounds, or
• Community service e.g. elite athletes, jury duty, and Defence Forces leave.

You should make sure as much supporting documentation as possible is provided to support the case for an extension; for example a letter from your employer or medical practitioner.

Please note that you must complete all assessment exercises in a course to be eligible to consider competent overall. (Grading is for articulation purposes for further study)

11 Reassessing of Assignments

An assessment exercise may be submitted for reassessment only ONCE.

If you consider that an assessment exercise has been unfairly or inappropriately assessed you must first contact the Course coordinator or Registrar to discuss the original result, within FIVE (5) working days of the return of the Assessment Identification Form. The Course coordinator shall respond within FIVE (5) working days.

Where you are dissatisfied with the result of the discussion you may formally request, in writing, a reassessment, indicating the grounds for your request. The request shall be made to the Course Coordinator or Registrar, within TEN (10) working days of receiving the original result.

You shall be informed of the arrangements for reassessment and the outcome, by the Course Coordinator or Registrar.

12 Assignment Feedback

The Assessment Identification Form will be returned to each respective student, completed with comments from the lecturer, and a result of Competent or Not Yet Competent for the assignment.

The feedback on your assignments could include:

Comments on how well you met the assessment criteria
Suggestions for continuous improvement.

13 Assessment Key Competency

The RBIC/RBIT requires all assignment key competencies to be properly communicated to students. Please refer to your subject outline for further details on assessment key competencies. There will also be an opportunity to discuss and clarify assessment requirements for each subject in class.

In marking assessment items, Course Coordinator appointed by the RBIC/RBIT will take into consideration the following:

Evidence of clear understanding, and a focused and analytical response that is well organised is more important than length of an assignment;
Originality of thought and critical analysis are more important than a catalogue of facts;

Structure and content of the assignment are more important than excellent use of the English language, though a poor standard of English will hinder the intelligibility of the paper, thus affecting the result.

Bearing in mind the aims of written assignments, students must demonstrate in their assignments they:

Know the subject matter in question by defining and describing the appropriate theories, concepts, principles or practices;

Have demonstrated that they have read widely on the subject by referring in the approved manner to appropriate books, journals, papers, authors and/or other authorities;

Have understood the subject by the application of their knowledge to the analysis of organisational situations and/or problems;

Have thought about the subject by selective and critical use of authoritative sources.

The following descriptors guide the determination of grades/competencies:
### 14 Integrated Assessment Practices and Procedures:

<table>
<thead>
<tr>
<th>For Articulation purposes only</th>
<th>Verbal Description</th>
<th>AQTF Competency</th>
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<tbody>
<tr>
<td>Designated Grade</td>
<td></td>
<td>CP/NYC</td>
</tr>
<tr>
<td><strong>High Distinction (HD)</strong></td>
<td>Work of outstanding quality on the learning outcomes of the subject, which may be demonstrated in areas such as criticism, logical argument, and interpretation of materials or use of methodology. Showing to be competent.</td>
<td>CP</td>
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<td>85 – 100%</td>
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<tr>
<td><strong>Distinction (D)</strong></td>
<td>Work of superior quality on the learning outcomes of the subject, demonstrating a sound grasp of content, together with efficient organisation and selectivity. Showing to be competent.</td>
<td>CP</td>
</tr>
<tr>
<td>75 – 84%</td>
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<tr>
<td><strong>Credit (C)</strong></td>
<td>Work of good quality showing more than satisfactory achievement on the learning outcomes of the subject, or work of superior quality on a majority of the learning outcomes of the subject. Showing to be competent.</td>
<td>CP</td>
</tr>
<tr>
<td>65 – 74%</td>
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</tr>
<tr>
<td><strong>Pass (P)</strong></td>
<td>Work showing a satisfactory achievement of the learning outcomes of the subject, and classify as competent.</td>
<td>CP</td>
</tr>
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<td>50 – 64%</td>
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<tr>
<td><strong>Low Pass (LP)</strong>*</td>
<td>Work showing a partial understanding of basic subject matter; partial development of relevant skills; some evidence of interpretive and analytical ability.</td>
<td>NYC</td>
</tr>
<tr>
<td>40 - 49%</td>
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<tr>
<td><strong>Fail (F)</strong></td>
<td>Minimal understanding of the basic subject matter; not yet competent to develop relevant skills.</td>
<td>NYC</td>
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<td>30-39%</td>
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<tr>
<td><strong>Incomplete (IC)</strong></td>
<td>Work showing non understanding of basic subject matter, shown to be not yet competent.</td>
<td>NYC</td>
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<td>0 – 29%</td>
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**NOTE:**
*Students have an opportunity to re-sit another form of assessment
Students will first be assessed for competency before a grade is given.
15 Academic Conduct and Integrity

You are advised to become familiar with the College policies and guidelines concerning such matters as

- assessment,
- use of appropriate language,
- plagiarism,
- copyright, and
- Referencing.

All policies are available on the college website (www.rbic.qld.edu.au). Key policies are also available in the Student Handbook.

Appropriate academic conduct is expected of all students at all times throughout their studies. Students must be particularly familiar of their conduct in relation to assessment activities.

16 Academic Referencing

RBIC/RBIT maintains and uses Harvard Referencing in all assignment work submitted by students. Work failing to have suitable referencing will be returned to the student for re-assessment.

Where a student accesses a periodical or text book for an assignment are required to submit a cover photocopy of the book used for the assignment they are delivering for marking.

See the section on Harvard Referencing above.

17 Internet based referencing

Internet referencing must include an appropriate URL link in all assignment tasks that are delivered for marking. You are required to provide adequate URL sources for all assignments delivered to RBIC/RBIT for any summative and formative assessment tasks.

Any assignments that are not referenced accordingly and knowingly provide false and non-credible referencing will receive Not Yet Competent on that assessment task.
18 Appropriate Language

It is expected that the language used by students throughout their study will be appropriate for the context. Inclusive, non-discriminatory language is expected for all written assessment pieces and presentations.

19 Academic Guidelines

The College has academic policies and procedures in place to ensure academic integrity and manage academic misconduct for all students. Students' work may be checked for plagiarism using a variety of means, including text comparison software. Assignments checked electronically will be held in a database for future matching processes. Policies can be accessed on the College website (www.rbit.qld.edu.au)

For the purposes of this policy, academic misconduct includes the actions listed below:

a) Plagiarism (see below);
b) Breaches of the examination procedures,
c) Assessment or other work that has been copied, falsified or in other ways obtained improperly;
d) Inclusion of material in individual work that has involved significant assistance from another person.
e) Providing assistance to a student in the presentation of individual work, where such assistance is not expressly permitted in the subject outline.;
f) Falsification or misrepresentation of academic records;
g) Other action does not apply to the principles of academic integrity.

20 Plagiarism & Academic Honesty Policy

It is taken for granted that assignments give evidence of background reading, intelligent criticism, keen observation and the development of a line of argument to support any particular stance adopted. It is also assumed that, unless explicitly stated otherwise, each assignment is totally the work of the individual submitting it and is produced specifically for the subject in question.

The appropriation by reproducing, paraphrasing, summarizing or otherwise presenting in altered form, of another person’s ideas or arguments without acknowledgment is plagiarism. Plagiarism includes submitting work prepared by another author, including another student, as one’s own.

Any form of plagiarism will be dealt with according to the Academic Honest Policy.
### Academic Honesty Policy

<table>
<thead>
<tr>
<th>Policy Statement</th>
<th>RBIC/RBIT is dedicated to ensuring that all students are honest in their academic dealings with the college and that all students are aware of the consequences of academic dishonesty.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>This policy has been designed to ensure that all students are fully aware of the consequences of dishonest academic dealings and the process that will be used to determine and act on cases of academic dishonesty.</td>
</tr>
<tr>
<td>Scope</td>
<td>All RBIC/RBIT students and academic staff</td>
</tr>
<tr>
<td>Policy General</td>
<td>All students are encouraged to act honestly in their academic practice and not engage in any dishonest academic activities. Students that are found to have acted dishonestly will be dealt with under the college's Misconduct and Discipline Policy (POL09_6_1). Students who are found to have been seriously dishonest or have continued dishonest activities after a warning may be expelled from the college. All decisions made under this policy are subject to appeal under the college's Academic Appeals Policy (POL09_4_1).</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>Plagiarism is the presentation of someone else's work as your own. It can take a number of forms and can be done intentionally or as a result of poor referencing. Plagiarism can include:</td>
</tr>
<tr>
<td></td>
<td>Copying things directly from the Internet, book or other source without a reference</td>
</tr>
<tr>
<td></td>
<td>Copying another student's work and submitting it as your own</td>
</tr>
<tr>
<td></td>
<td>Getting someone else to do work for you and submitting it as your own</td>
</tr>
<tr>
<td></td>
<td>It is taken for granted that assignments give evidence of background reading, intelligent criticism, keen observation and the development of a line of argument to support any particular stance adopted. It is also assumed that, unless explicitly stated otherwise, each assignment is totally the work of the individual submitting it and is produced specifically for the subject in question.</td>
</tr>
<tr>
<td></td>
<td>Plagiarism is considered Misconduct and will be dealt with under the College’s Misconduct &amp; Discipline Policy (POL09_6_1)</td>
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</table>
Cheating
Cheating is the unauthorised use of support materials and/or copying of another student's work while undertaking an exam, quiz or in class activity.
If caught cheating a student will be immediately removed from the classroom.
In serious cases of cheating or if a student has received an official warning for cheating in the past students will be expelled from the college
If it is a first offence of minor impact you may be asked to sit a supplementary exam or assessment activity.
Cheating is considered Misconduct and will be dealt with under the College’s Misconduct & Discipline Policy (POL09_6_1).

Appeals
All decisions made under this policy are subject to the Academic Appeals Policy (POL09_4_1).

21 Academic Appeals Policy

| Policy Statement | Royal Brisbane International College is committed to providing an inclusive and scholarly teaching and learning environment by taking all necessary actions to resolve complaints relating to the academic operations of RBIC/RBIT, in a fair and timely manner. |
| Purpose | To demonstrate a clear commitment to the acknowledgement and proper handling of all Academic grievances and subsequent appeals relating to the academic programs delivered by RBIC/RBIT. |
| Scope | All RBIC/RBIT Staff and Students |
| Policy | Grounds for Lodging an Academic Grievance |

There are only four grounds for lodging an academic grievance:

Performance in an assessment suffered through illness or other factors which the student was unable or, for valid reasons, unwilling, to disclose before the results were awarded. A grievance under such grounds will normally be dismissed unless an acceptable explanation is given for not...
presenting the extenuating circumstances in advance of the results having been awarded.
An assessment was not conducted in accordance with the approved RBIC/RBIT program guidelines.
There was a material administrative error in the conduct of an assessment or other academic decision.
Some other material irregularity occurred in making an academic decision.

Students should also note that:

Complaints or appeals must be made in writing no more that 10 working days after the alleged incident.
Academic grievances may only be made against formal published decisions - not against informal marks or grades which have yet to be approved.
RBIC/RBIT will not accept academic grievances based on a claim by the student that they did not know or fully appreciate the assessment regulations and procedures, or that they were unaware of the grievance procedure, or their rights and responsibilities.

Process

The complainant will be given the opportunity to present their case in writing and in person;
All matters arising shall be accurately documented and recorded.
Records shall be maintained for a minimum period of five years and treated as confidential in accordance with RBIC/RBIT’s, Privacy Policy;
A written statement of the outcomes will be issued at each stage of the process giving due reasons for decisions reached;
The complainant will have the right to have a representative present during any negotiations with RBIC/RBIT or its appointed representatives;
The complainant will not be required to meet any costs associated with lodging a grievance, provided the procedures contained herein are adhered to;
The complainant shall not be subject to discrimination, victimisation or any other form of harassment as a result of actions taken under these guidelines.
In the event that the complaint is assessed and a decision was made that the complainant disagrees with you can appeal the decision.
It is at this stage an external appeals process can be arranged for you through the Australian Council of Private Education and Training (ACPET) or Overseas Student Ombudsman(OSO)

Contact Details for ACPET:
If the matter remains unresolved after a round table discussion then ACPET or OSO will appoint an independent mediator within fourteen working days of the round table discussion.

ACPET or OSO plays no direct role in the actual mediation. It is then up to the mediator, the complainant and RBIC/RBIT to resolve the grievance.

While complaints and appeals processes are ongoing, your student enrolment will be maintained.

If the internal or any external complaint handling or appeal process results in a decision that supports the complainant, RBIC/RBIT agrees to implement immediately any decision and/or corrective and preventative action required and advises you of the outcome.
**22 Students with Medical Conditions or Disabilities**

Students with disabilities may be entitled to a variation or modification to standard assessment arrangements. Policy for students with disabilities is available in your Student Handbook.

If you have a medical condition or impairment, which may effect your studies, you are encouraged to contact the registrar for information.

**Phone:** +61 07 3010 3888  
**Email:** ad-reg@rbit.qld.edu.au

You can also contact the RBIC/RBIT Principal Administration Officer/Dos (Philip Mason) and you should discuss your special needs at, or prior to, the commencement of the course or as soon as you are aware that there is a possibility that your studies may be effected.

If you require additional learning support Braille, Vision Impaired, speech problems remedial support can be supplied at anytime during your studies at RBIC/RBIT.

Support for the above can be addressed also to the General Manager RBIC/RBIT.

**23 College’s computer facility**

Your Student Handbook has further details about the available computer facilities where you can access the College’s Internet connection. If you do not have access to the Internet at home, other options include public libraries, internet cafés and in some locations the campuses of other learning institutions with whom we have a relationship.

Details of your username and password have been provided in the induction. If you are experiencing difficulties accessing your computer account, please contact the IT management administrative staff with details of the difficulties. They will then be able to assist you.

**24 RBIC/RBIT Website**

RBIC/RBIT School website: [http://www.rbit.qld.edu.au](http://www.rbit.qld.edu.au)

**25 Who to Contact for Assistance**

For brief reference information and assistance with accessing and using the computer and services ask at the Help Desk for more information.

**26 Support Services and Resources for Students**
The College provides a range of services for students including both academic and personal counselling. Please ask at the Help Desk for details of the resources available and how to access them.

**27 Strategies for researching assignments**

The Library presents computer access for RBIC/RBIT staff and students to assist in the development and updating of information skills.

Methods include:

- College Library
- Using the world wide web;
- Finding and publishing in reviewed journals in libraries;
- News online

**28 Quality Review and Course Evaluation**

You will be asked to complete a survey for all subjects you attend both formally and informally regarding all aspects of your class. Your honest, constructive feedback allows the College and RBIC/RBIT to continue to improve the teaching and learning environment for all.

Feedback forms are given to students at the end of each term to be completed in the final week.

At the completion of your course you will be asked to complete a Course Quality Questionnaire to provide feedback to about the qualification you have just completed. These questionnaires should be filled out and returned to RBIT/RBIC as soon as possible.

RBIT/RBIC also surveys employers as to the skills and knowledge RBIT/RBIC graduates exhibit in the workplace. Could you please assist RBIT/BRIC staff by providing employer contact information, on request and helping to ensure that the completed surveys are returned to RBIT/RBIC.