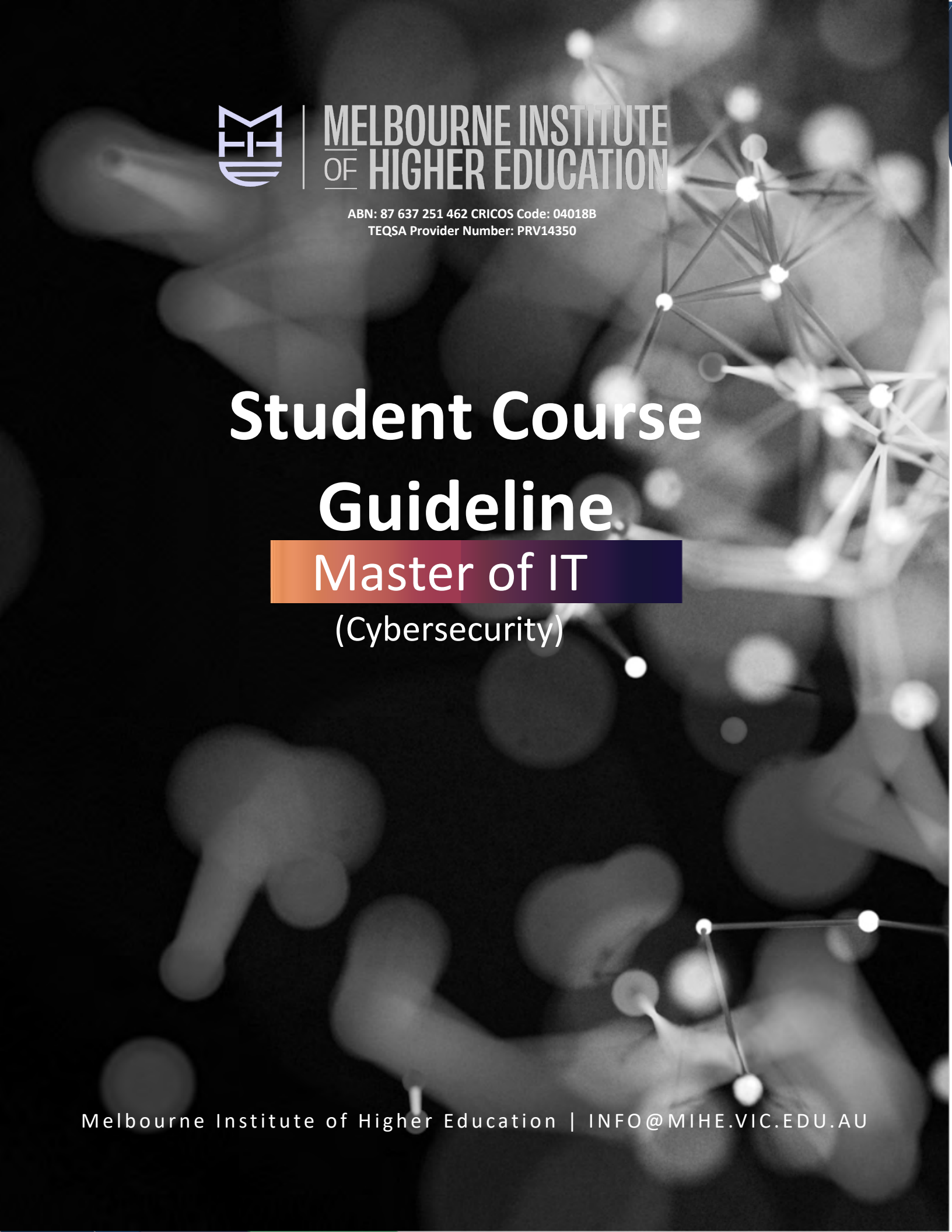
MELBOURNE INSTITUTE OF HIGHER EDUCATION

COURSE INFORMATION GUIDELINE FOR

- **Master of IT (Cybersecurity)**
- **Bachelor of IT (Cybersecurity)**
- **Bachelor of Business (Marketing)**



MELBOURNE INSTITUTE OF HIGHER EDUCATION

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Student Course Guideline

Master of IT

(Cybersecurity)

CEO MESSAGE

It is my pleasure to welcome you to the Melbourne Institute of Higher Education (MIHE). At MIHE an environment of inclusiveness, collaboration and respect for others will help foster an innovative and entrepreneurial mindset in our students.

Small class sizes and committed staff will ensure that students receive an excellent learning experience. In turn, practical, problem-based industry projects will give our graduates an edge in the job market. Our overarching commitment is to develop innovative and adaptive graduates who are ready to meet the demands of a rapidly changing world.

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Welcome to Melbourne Institute of Higher Education (MIHE)

ABOUT MIHE

The MIHE campus is located in a suburban area where extraordinary things happen: our brightest and most talented minds gather to engage in meaningful dialogue, challenge the ordinary, and explore solutions to real-life challenges for tomorrows leaders. The faculty at our institutions is composed of leading experts in the field. As a result of MIHE's faculty's extensive experience and individual attention, each student receives individualised guidance from their lecturers.

VISION

To be a quality education and research institute that empowers individuals to shape their future careers through transformative learning experiences that anticipate tomorrow's needs.

MISSION

At MIHE, our mission is to empower individuals through transformative quality education and innovative research, equipping them to shape successful careers for tomorrow and positively impact the future. Guided by our commitment to excellence, inclusivity, and forward-thinking, we place "Your future, our focus" at the core of everything we do

VALUES

MIHE will strive to achieve its strategic objectives by adhering to its vision through its core values of Quality, Intellectual Freedom, Empathy, and Empowerment.

Quality:

We are committed to excellence in providing quality education. This means upholding the highest standards for the benefit of our staff, students, graduates, alumni, and the broader community, ensuring continuous improvement and innovation in education and research.

Intellectual Freedom:

We foster and support creativity, independent thinking, and the generation of new ideas among our staff and students. An environment of intellectual freedom enables innovation and adaptability, empowering our community to embrace and leverage opportunities in a rapidly changing world to secure future careers.

Empathy:

We value understanding and compassion, promoting a culture where the perspectives, needs,

and challenges of others are acknowledged and respected. By fostering empathy & respect, we create a supportive and inclusive environment that enhances collaboration and personal growth with respect

Empowerment:

We empower individuals to achieve their full potential through transformative learning experiences, professional development, and a supportive community. By providing the tools and opportunities for growth, we enable staff and students to shape their own futures with our focus.

MASTER OF IT (CYBER SECURITY)

Welcome to the Master of Information Technology (Cybesecurity) program! This course guideline serves as your guide to navigating the program, understanding its structure, software requirements and achieving success in your academic journey. Our curriculum is meticulously designed to align with the CyBOK framework recommended by the Australian Computer Society (ACS), ensuring you gain industry-relevant skills and knowledge.

PROGRAM OVERVIEW

The Master of Information Technology (Cybersecurity) is a comprehensive undergraduate program designed to equip students with foundational and advanced skills in cybersecurity. It addresses the growing demand for cybersecurity professionals who can protect digital assets, mitigate risks, and ensure compliance with global standards.

Key Features:

- Curriculum mapped to CyBOK domains.
- Industry-aligned coursework with hands-on labs and projects.
- Opportunities for business interaction and real-world problem-solving.
- Ethical hacking, network security, and risk management training.

COURSE LEARNING OUTCOMES

The Course Learning Outcomes (CLOs) for the MIT (Cybersecurity) programme have been matched with the AQF level 9 Descriptors. These have been compared to the outcomes of other academic institutions to serve as benchmarks.

CLO 1 Analyse and evaluate different security threats and vulnerabilities, and to design effective strategies for mitigating them.

CLO 2 Conceptually map the principles and practices of secure software design and development, including threat modelling, secure coding, and testing techniques.

CLO 3 Adapt expertise in various cryptographic techniques and protocols, and their applications to secure communication, data storage, and authentication.

CLO 4 Contextualise the legal, ethical, and social issues related to cyber security, including privacy, intellectual property, and cybercrime.

CLO 5 Cross-examine risk management frameworks and methods to identify, assess, and mitigate cyber security risks in organisational contexts.

CLO 6 Derive practical skills in incident response and digital forensics, including methods for investigating and analysing security incidents and breaches.

CLO 7 Analyse and evaluate the principles and practices of network security, including protocols, architectures, and security tools for securing enterprise networks and cloud infrastructures.

CLO 8 Deduce communication and leadership skills needed to effectively manage cyber security teams, to communicate security risks and recommendations to non-technical stakeholders, and to comply with relevant regulations and standards.

COURSE DETAILS

An overview of the course details associated with the bachelor's degree is provided in table below.

Year of Introduction	2025	
Teaching Period and Delivery Mode. Checked boxes indicate teaching periods in which students can commence the Course.	Trimester 1 On Campus Full time Trimester 2 On Campus Full time Trimester 3 On Campus Full time	**International** ☒ ☒ ☒
Student Funding Basis	Commonwealth Supported Place Full-Fee Domestic Full-Fee International	☐ ☒ ☒

CRICOS Code	Is the Course to be offered to On-Campus International students? Yes ☒ No
Delivery location	Melbourne, Victoria

COURSE RULE AND STRUCTURE

The Master of Information Technology (Cybersecurity) can be completed on a full-time or part-time basis with the standard full-time duration of the course being two years available to complete the degree.

LIST OF UNITS AND PRE-REQUISITE

Unit Code			Unit Name	CP	Pre-req
Year 1	Tri-1	MIT 101	Information Technologies and Systems	10	Nil
		MIT 102	Computer Networks and Applications	10	Nil
		MIT 103	Building Blocks of Coding	10	Nil
	Tri-2	MIT 104	IT Project Lifecycle Management	10	MIT 101, MIT 103
		MIT 105	Data Analytics	10	MIT 101, MIT 103
		MIT 106	Security Risk Management and Governance	10	MIT 101, MIT 102
	Tri-3		Elective Units (refer to the elective units' section)	10	
			Elective Units (refer to the elective units' section)	10	

Unit Code			Unit Name	CP	Pre-req
Year 2	Tri-1	MIT 201	Digital Forensics	10	MIT 102, MIT 106
		MIT 202	Dark Web	10	MIT 102, MIT 106
			Elective Units (refer to the elective units' section)	10	
	Tri-2	MIT 207	Project 1 (Proposal & Design)	10	MIT 104, Minimum of 2 Elective Units
			Elective Units (refer to the elective units' section)	10	
			Elective Units (refer to the elective units' section)	10	
	Tri-3		Elective Units (refer to the elective units' section)	10	
		MIT 208	Project 2 (Implementation)		MIT 207

ELECTIVES

Elective units (any six)			
	Unit Name	**CP**	**Pre-req**
MIT 107	Cyber Threats Intelligence and Incidence Responses	10	MIT 102, MIT 106
MIT 108	Automating for Efficiency and Effectiveness	10	MIT 101, MIT 103
MIT 109	Internet of Things (IoT) Security	10	MIT 102
MIT 203	User Experience	10	MIT 101, MIT 103
MIT 204	Mobile and Wireless Security	10	MIT 102, MIT 106
MIT 205	Human Factors in Cybersecurity	10	MIT 106
MIT 206	Cyber Security Policy and Law	10	MIT 106

WORKLOADS

Students must maintain a steady study regimen during the Master of Information Technology course. Each module demands at least twelve hours of academic activity weekly. This encompasses three to four hours of formal teaching led by faculty, augmented by eight to nine hours of self-directed learning. During this personal study period, students are encouraged to deepen their grasp of the concepts introduced in lectures, tutorials, and laboratory sessions.

Figure 2

Students are expected to enrol in three units in the first two trimester, translating to a weekly commitment of thirty-six hours for the first two trimesters. In the third trimester, two units are undertaken, the weekly commitment reduces to twenty-four hours.

STUDY FOCUS

The Master of Information Technology with a focus on Cybersecurity is crafted as a cohesive programme, obliging students to undertake all compulsory and optional modules to acquire a comprehensive and profound comprehension of cybersecurity. The architecture of the programme guarantees that learners establish a solid base in IT, augmented with specialised acumen in cybersecurity, and hands-on abilities via a sequence of progressively challenging modules.

The curriculum covers fundamental topics including information technologies and systems,

computer networks, programming, management of IT project lifecycles, data analytics, security risk management, and governance. It also explores specialised subjects such as digital forensics, the dark web, and policies and legal aspects of cybersecurity.

To fulfil the program requirements, students are expected to complete all core units, 6 out of the 7 electives and the capstone projects, playing a crucial role in translating theoretical knowledge into practical applications. This thorough methodology equips graduates with the necessary skills to navigate the complexities of cybersecurity in their professional pursuits.

FACILITIES AT MIHE

CLASSROOMS APPROPRIATE FOR FACE-TO-FACE TEACHING AND CLASSES

Three types of classrooms are provided at the MIHE campus:

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

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

CLASSROOMS EQUIPPED WITH RELEVANT ICT INFRASTRUCTURE

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

LIBRARY

Library Resources include:

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

SOFTWARE REQUIREMENT FOR THE COURSE

MIHE will provide the following software free of cost during your study period. Contact ithelp@mihe.vic.edu.au for free installation on your laptop and use free in MIHE computer lab.

Unit Name	Software Required
MIT 101 Information Technologies and Systems	• Microsoft Office Suite (for data analysis and presentations) • Basic Database Management Software (e.g., MySQL)
MIT 102 Computer Networks and Applications	• Network Simulation Tools (e.g., Cisco Packet Tracer, GNS3) • Wireshark (for network packet analysis)
MIT 103 Building Blocks of Coding	• Integrated Development Environment (IDE) like Visual Studio Code • Compiler/Interpreter for relevant programming languages (e.g., Python, Java)
MIT 104 IT Project Lifecycle Management	• Project Management Software (e.g., Microsoft Project, JIRA) • Collaboration Tools (e.g., Slack, Trello)
MIT 105 Data Analytics	• Data Analysis Software (e.g., R, Python with Pandas library) • Spreadsheet Software (e.g., Microsoft Excel)
MIT 106 Security Risk Management and Governance	• Risk Analysis Tools (e.g., CRAMM, RiskWatch) • Compliance Management Software
MIT 201 Digital Forensics	• Digital Forensics Tools (e.g., Autopsy, EnCase) • Disk Imaging Software
MIT 202 Dark Web	• Tor Browser • Data Mining Tools (e.g., Maltego)
MIT 207 Project 1 (Proposal & Design)	• Design Software (e.g., Adobe XD, Sketch) • Wireframing Tools (e.g., Balsamiq)
MIT 208 Project 2 (Implementation)	• Development Environments relevant to the project • Version Control Systems (e.g., Git)
MIT 107 Cyber Threats Intelligence and Incidence Responses	• Threat Intelligence Platforms (e.g., AlienVault) • Incident Response Tools (e.g., TheHive)
MIT 108 Automating for Efficiency and Effectiveness	• Automation Tools (e.g., Ansible, Puppet) • Scripting Languages (e.g., Python, Bash)
MIT 109 Internet of Things (IoT) Security	• IoT Simulation Software (e.g., Cisco Packet Tracer IoT environment) • Security Analysis Tools (e.g., Nessus)
MIT 203 User Experience	• UX Design Tools (e.g., Figma, Adobe XD) • Prototyping Tools (e.g., InVision)
MIT 204 Mobile and Wireless Security	• Mobile Development Environments (e.g., Android Studio) • Network Security Tools (e.g., Kismet)
MIT 205 Human Factors in Cybersecurity **MIT 206 Cyber Security Policy and Law**	• User Behavior Analytics Tools • Security Awareness Training Platforms • Legal Research Databases (e.g., LexisNexis) • Policy Management Software

STUDENT BREAKOUT AREA

The student breakout area offers students an inviting space in which to congregate outside of class time. The facility includes drinking water and basic kitchen amenities including fridges and microwaves. Vending machines for food and beverages are also located on the campus. Refer Campus Floor Plan for details.

Male and Female Toilets

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

Learning Management System

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

Digital Subscriptions for Textbooks and other learning materials

Staff and Students have access to a variety of online subscriptions/learning materials/resources. These include ProQuest and Computer Science Database. All reading material you can find on Moodle.

Free high-speed wireless internet

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

Meeting rooms

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

WORKING AS A GROUP AND RESOLVING GROUP WORK ISSUES

Use the following tips to make group work more effective.

GET TO KNOW YOUR GROUP

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

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

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

UNDERSTAND WHAT YOU NEED TO DO

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

As a group:

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

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

PLAN GROUP MEETINGS

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

a) create a timetable.

b) set meeting goals.

a) Create a timetable.

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

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

b) Set meeting goals

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

Your meeting goals may include:

- reviewing work that has been completed
- working through tasks as a group
- raising and working through any issues.
- identifying and assigning outstanding tasks
- setting deadlines and checking progress on outstanding tasks.

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

COMMUNICATE EFFECTIVELY

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

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

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

ADDRESS ISSUES

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

UNEQUAL CONTRIBUTION

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

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

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

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

LACKING FOCUS

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

If your group is still unable to focus, try:

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

MISSING DEADLINES

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

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

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

CONTACT STAFF: UNIT COORDINATOR, LECTURER OR TUTOR

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

STUDYING AT MIHE

TYPE OF ASSESSMENTS

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

a. Written assessment tasks including assignments

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

b. Performance assessment tasks

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

c. Quizzes

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

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

c. Examinations

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

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

d. Summative Non-Examination Tasks

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

e. Group Assessments

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

ASSESSMENT MODERATION

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

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

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

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

- Constructive joint development of assessment items, marking guides and criteria-based rubrics

- Sample marking of borderline/fail assessments as well as a specific sample of assessments representing a range of grades

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

ASSIGNMENT REFERENCING

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

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

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

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

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

GENERATIVE ARTIFICIAL INTELLIGENCE (GAI)

The development of Generative Artificial Intelligence (GAI) technologies is proceeding at increasing speed. MIHE is committed to ensuring that GAI tools can be used for the benefit of students by enhancing teaching practices and student learning experiences; ensuring students have equal opportunity to benefit from generative AI and develop skills for the future within an ethical framework; and enabling educators to benefit from efficiencies to develop innovative methods of teaching. The ethical use of GAI as part of assessment will be discussed further at orientation and in your classes.

ASSESSMENT SUBMISSION

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

Late submission: 5% of the marks allocated for the assessment will be deducted for each day or part

thereof for which a student is late in submitting an assignment (including weekends and public holidays). Assessment tasks submitted 5 days past the due date will receive 0 marks.

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

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

ABSENCE FOR IN-CLASS ASSESSMENTS

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

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

SPECIAL CONSIDERATION AND ASSESSMENT EXTENSION REQUESTS

Special considerations may be applied for in the following circumstances:

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

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

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

MARKING AND GRADING

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

Students will be awarded of marks and grades only based on merit with reference to the predetermined written assessment criteria in the rubrics. Students' marks will not be adjusted by the Board of Examiners with the exception of examinations or other final summative assessments.

HURDLE REQUIREMENT

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

GRADING MATRIX

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

Results	Grade	Description
80% +	High Distinction (HD)	High distinction is awarded for an outstanding performance that provides evidence of an outstanding level of attainment of the relevant Unit learning outcomes
70 – 79%	Distinction (D)	Distinction is awarded for a superior performance that provides evidence of a superior level of attainment of the relevant Unit learning outcomes
60 – 69%	Credit (C)	Credit is awarded for good performance that provides evidence of a high level of attainment of the relevant Unit learning outcomes
50 – 59%	Pass (P)	Pass is awarded for an acceptable performance that provides evidence of a satisfactory level attainment of the relevant Unit learning outcomes
<50%	Fail (N)	Fail is awarded for unsatisfactory performance, below the minimum acceptable level. This grade characterises work which shows a significant lack of understanding of the topic or its context and is therefore unsatisfactory.

<50%	CP	Conceded Pass. Where the mark in a final unit in a course is in the range 45-49% and to be offered by exception, see conditions below.
<50%	Fail Non-submission (FNS)	Fail is awarded for non-submission of one or more pieces of assessment.
44%	Fail (XN)	Awarded where the overall grade is 50% or above, but a hurdle requirement has not been met, e.g. failing to pass the final exam.
Pass grade for a non-graded (pass/fail) Unit	Pass (PA)	Pass is awarded for an acceptable performance that provides evidence of a satisfactory level attainment of the relevant Unit learning outcomes.
Fail grade for a non-graded (pass/fail) Unit	Fail (N)	Fail is awarded for unsatisfactory performance, below the minimum acceptable level. This grade characterises work which shows a significant lack of knowledge, understanding or application of the topic or its context and is therefore unsatisfactory.
Withdrawn	WD	Awarded when a student withdraws from a Unit before the Census Date.
Withdrawn without Penalty	WDWP	Awarded when a student withdraws from a Unit after the Census Date, and when academic and/or financial penalties have not been applied due to personal circumstances such as ill health.

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

- the student has achieved a mark of45% - 49% in the unit.
- the student has submitted all marked assessment tasks for the unit.
- the unit represents the last 10credit points needed to complete the course and obtain the qualification.

MARKING AND FEEDBACK

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

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

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

SUPPLEMENTARY AND DEFERRED EXAMINATIONS OR ASSESSMENTS

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

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

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

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

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

Requests for a deferred examination must be made by students in writing to the Course Director in the form of an application for Special Consideration. The Course Director will decide on a case-by-case basis whether to grant a deferred examination. Students who sit a deferred exam or assessment will get a final unit grade that reflect the mark gained in the deferred exam or assessment plus any the marks obtained for any other assessment task completed in that unit.

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

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

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

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

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

ASSESSMENT APPEALS

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

EXAMINATION MANAGEMENT

Attendance at Examinations

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

Admission to the Examination Room

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

- A valid form of student identification.
- Mobile phones, electronic watches and other electronic devices being turned off (excluding permitted examination materials such as calculators).
- All non-examination materials including mobile phones, notes, food and bags must be kept in a designated location that is not readily accessible from the student tables.
- Students may carry a clear plastic bag with writing materials and other permitted

examination materials to their allocated seats.

- Students may have a single clear water bottle without labels.

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

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

Conduct of the examination

The following process must be undertaken by the examination invigilators:

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

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

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

CONFIDENTIALITY AND SECURITY

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

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

SUBMITTING WORK FOR ASSESSMENT

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

ACADEMIC INTEGRITY COMMITTEE (AIC)

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

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

STUDENTS WITH LEARNING NEEDS

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

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

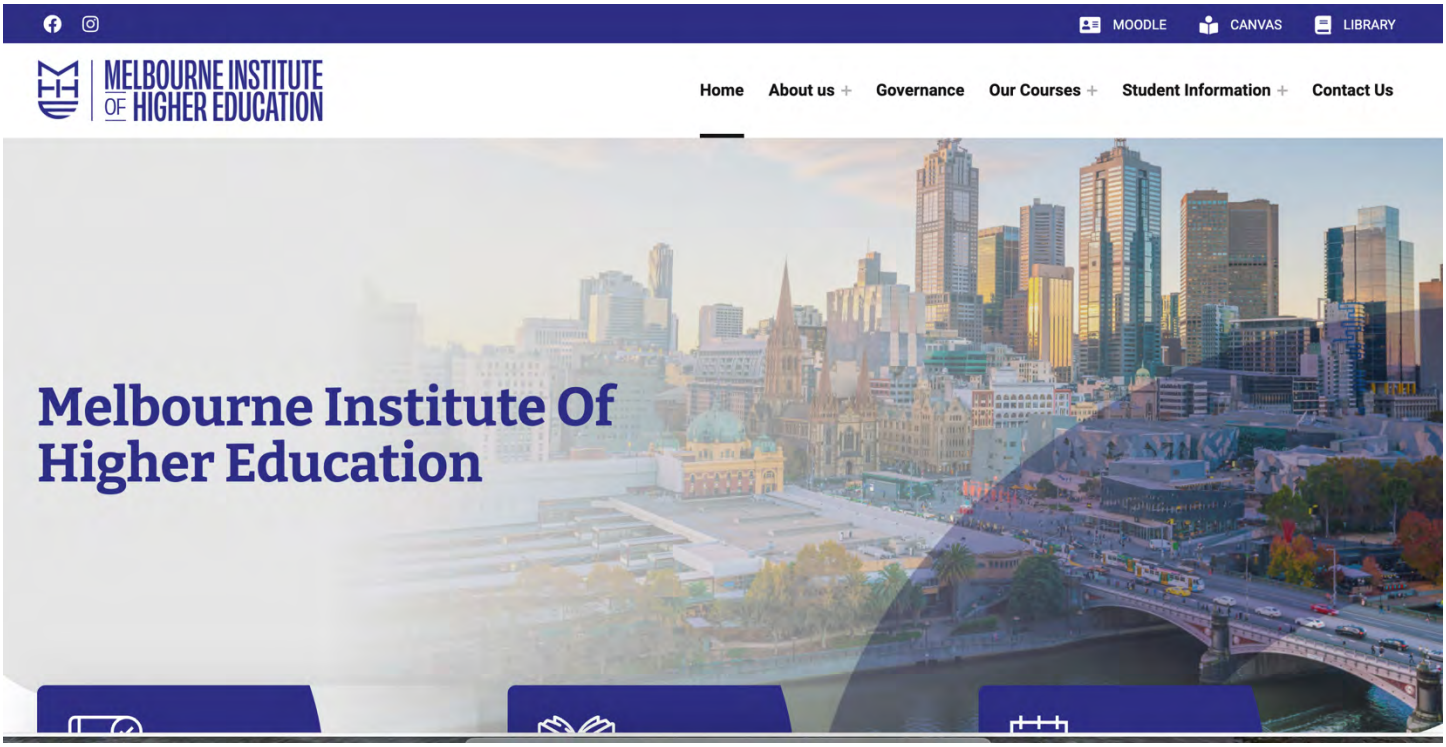
MIHE MOODLE GUIDELINES

MOODLE

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

MIHE Website:

Click on the Moodle button:



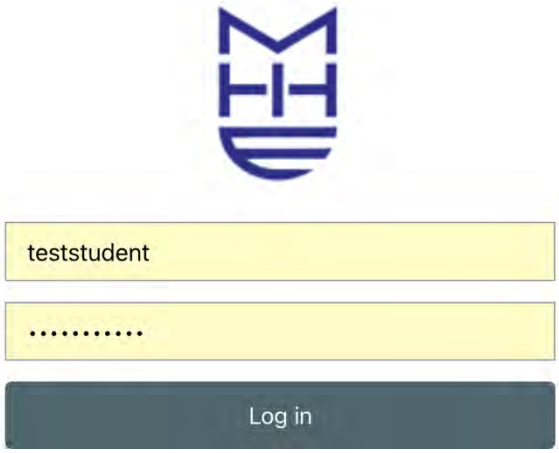
Alternately: type of copy the below link

https://moodlemihe.vic.edu.au/

LOGIN

To access your Moodle account:

- Go to the www.mihe.vic.edu.au
- Click the **Moodle** button located at the top of the homepage or directly visit MIHE Moodle.
- Click on the red **Log in** button at the top right of your screen.
- Enter your login ID (your first name in lowercase letters) and your password.
- For assistance with passwords or login issues, contact Student Support Services.

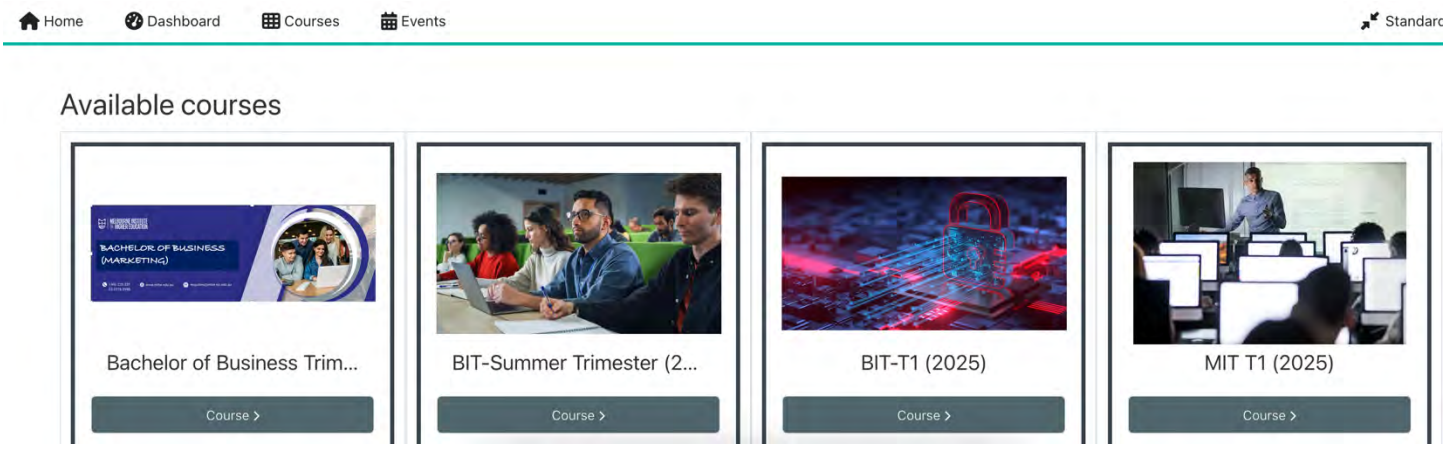


NAVIGATING MOODLE

Upon logging in:

- Click on home.
- The course home page displays your enrolled units and tabs including Unit Outline, Weeks 1–12, Assessments, Tutorials, Quiz, and Lecture Recordings.
- Select any tab to view detailed content for that unit.
- You can easily navigate between units using clearly displayed unit cards.

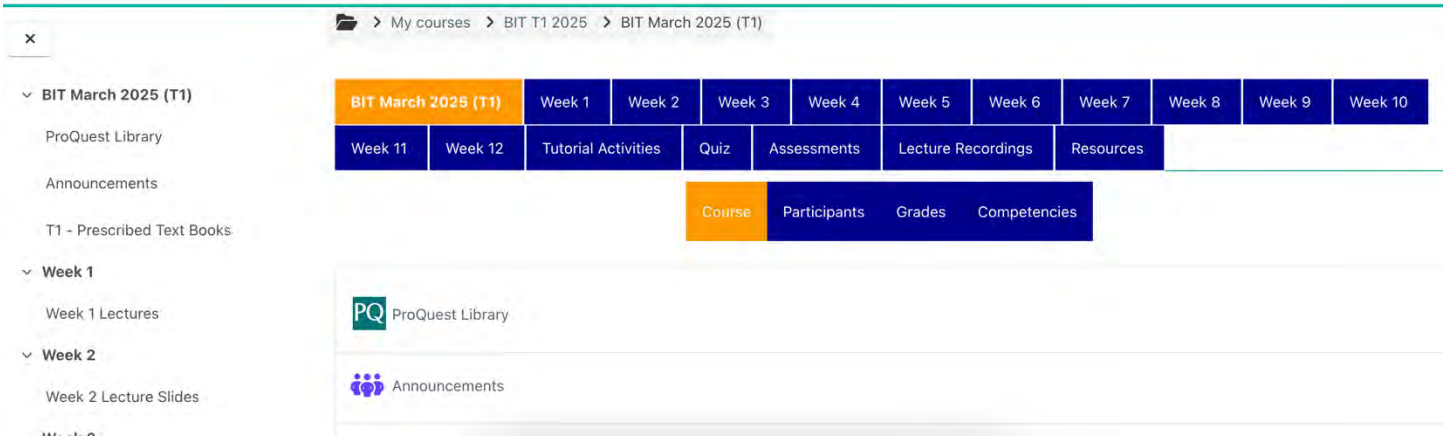
Home page display like below with your enol course:



Click on the course, for example BIT T1 (2025) or MIT T1 (2025).

- BIT = Bachelor of Information Technology.
- MIT = Master of Information Technology.
- T1 = Trimester 1

You can see below screen once you click on the course your enrolled.



UNIT OUTLINES AND WEEKLY MATERIALS

- Click the **Unit Outline** tab to access detailed information about your units.
- Weekly tabs (Week 1 to Week 12) contain lectures, tutorials, assessments, and quizzes. Navigate using these tabs to keep track of your study progression

QUIZ

To complete quizzes:

- Select the **Quiz** tab from your Moodle unit.
- Follow the provided instructions, including noting any time constraints and attempt limits.
- Ensure timely submission to avoid penalties.

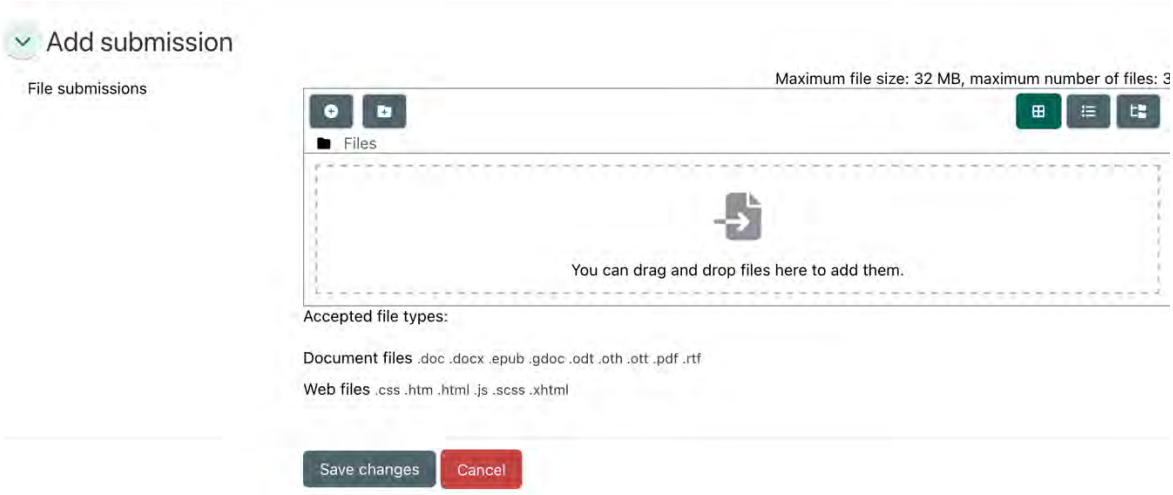
TUTORIAL WORK

- Navigate to the **Tutorials** tab within your unit.
- Select the appropriate week and click "View" to access tutorial activities.
- Follow activity instructions carefully.
- Upload your completed tutorial tasks directly through Moodle for assessment.

Week	Tutorial Activity	Week	Tutorial Activity
Week 1	Click to View	Week 2	click to View
Week 3	View	Week 4	View
Week 5	View	Week 6	View
Week 7	View	Week 8	View
Week 9	View	Week 10	View
Week 11	View	Week 12	View

Submitting your activity:

- Click on add submission.
- Upload your file.
- And submit by save changes.



CHECKING FOR PLAGIARISM (TURNITIN)

- All assessments submitted on Moodle are automatically checked for plagiarism via Turnitin.
- After submission, you can download and review the similarity report to ensure academic integrity.
- If permitted, you can revise and resubmit your assignments to address any highlighted issues.

ADDITIONAL SUPPORT

For technical issues or further assistance:

- Contact Student Support Services or your Unit Coordinator.
- Utilise Moodle's Help resources or online support provided by MIHE.

CONTACT US

ASK MIHE

General Enquiries
150 High Street, Preston, VIC 3072
T: 1300 220 331 / 03 9276 0998
E: enquires@mihe.vic.edu.au
W: www.mihe.vic.edu.au

Admission
150 High Street, Preston, VIC 3072
T: 1300 220 331 / 03 9276 0998
admissions@mihe.vic.edu.au

Student Welfare Support
150 High Street, Preston, VIC 3072
T: 1300 220 331 / 03 9276 0998
studentwelfare@mihe.vic.edu.au

Academic Support
150 High Street, Preston, VIC 3072
T: 1300 220 331 / 03 9276 0998
academicsupport@mihe.vic.edu.au

IT Support/Moodle
150 High Street, Preston, VIC 3072
T: 1300 220 331 / 03 9276 0998
ithelp@mihe.vic.edu.au

Library Support
150 High Street, Preston, VIC 3072
T: 1300 220 331 / 03 9276 0998
library@mihe.vic.edu.au

Complaint & Appeal
150 High Street, Preston, VIC 3072
T: 1300 220 331 / 03 9276 0998
admin@mihe.vic.edu.au

Special Consideration
150 High Street, Preston, VIC 3072
T: 1300 220 331 / 03 9276 0998

Fee and Accounts:
150 High Street, Preston, VIC 3072
T: 1300 220 331 / 03 9276 099

Emergency and Medical Services
MIHE has a strong component of international students who hail from different countries worldwide, creating a dynamic, multicultural community. In Student Administration, you'll find our specialist team whose role is to support our international students on a wide range of matters.
For serious or life-threatening Injury/Situation **Call 000 Police/Fire/Paramedics/Ambulance.** If an emergency call has been made, please notify the nearest staff member of the situation.

OVERSEAS STUDENT HEALTH COVER

OSHC assists international students to meet the costs of medical and hospital care they may need while in Australia. OSHC also includes ambulance cover and limited pharmaceuticals. It includes cover for visits to the doctor, some hospital treatment, ambulance cover and limited pharmaceuticals (medicines). OSHC insurers can provide a range of different OSHC products. These may range from a basic product that covers only the compulsory minimum services to comprehensive products which cover, in addition to the compulsory minimum services, extra services as specified under the particular policy.

QUESTIONS?

If you have any questions or concerns that haven't been answered in this guideline, you can submit an enquiry at info@mihe.vic.edu.au or academicsupport@mihe.vic.edu.au

FIND OUT MORE

Find more information on:

- Website: www.mihe.vic.edu.au

MELBOURNE INSTITUTE OF HIGHER EDUCATION

ABN: 87 637 251 462 CRICOS Code: 04018B
TEQSA Provider Number: PRV14350

Student Course Guideline

Bachelor of IT

(Cybersecurity)

CEO MESSAGE

It is my pleasure to welcome you to the Melbourne Institute of Higher Education (MIHE). At MIHE an environment of inclusiveness, collaboration and respect for others will help foster an innovative and entrepreneurial mindset in our students.

Small class sizes and committed staff will ensure that students receive an excellent learning experience. In turn, practical, problem-based industry projects will give our graduates an edge in the job market. Our overarching commitment is to develop innovative and adaptive graduates who are ready to meet the demands of a rapidly changing world.

Table of Contents

Welcome to Melbourne Institute of Higher Education (MIHE)

ABOUT MIHE

The MIHE campus is located in a suburban area where extraordinary things happen: our brightest and most talented minds gather to engage in meaningful dialogue, challenge the ordinary, and explore solutions to real-life challenges for tomorrow's leaders. The faculty at our institutions is composed of leading experts in the field. As a result of MIHE's faculty's extensive experience and individual attention, each student receives individualised guidance from their lecturers.

VISION

To be a quality education and research institute that empowers individuals to shape their future careers through transformative learning experiences that anticipates tomorrow's needs.

MISSION

At MIHE, our mission is to empower individuals through transformative quality education and innovative research, equipping them to shape successful careers for tomorrow and positively impact the future. Guided by our commitment to excellence, inclusivity, and forward-thinking, we place "Your future, our focus" at the core of everything we do

VALUES

MIHE will strive to achieve its strategic objectives by adhering to its vision through its core values of Quality, Intellectual Freedom, Empathy, and Empowerment.

Quality:

We are committed to excellence in providing quality education. This means upholding the highest standards for the benefit of our staff, students, graduates, alumni, and the broader community, ensuring continuous improvement and innovation in education and research.

Intellectual Freedom:

We foster and support creativity, independent thinking, and the generation of new ideas among our staff and students. An environment of intellectual freedom enables innovation and adaptability, empowering our community to embrace and leverage opportunities in a rapidly changing world to secure future careers.

Empathy:

We value understanding and compassion, promoting a culture where the perspectives, needs,

and challenges of others are acknowledged and respected. By fostering empathy & respect, we create a supportive and inclusive environment that enhances collaboration and personal growth with respect.

Empowerment:

We empower individuals to achieve their full potential through transformative learning experiences, professional development, and a supportive community. By providing the tools and opportunities for growth, we enable staff and students to shape their own futures with our focus.

BACHELOR OF IT (CYBERSECURITY)

Welcome to the Bachelor of Information Technology (Cybersecurity) program! This course guideline serves as your guide to navigating the program, understanding its structure, software requirements and achieving success in your academic journey. Our curriculum is meticulously designed to align with the CyBOK framework recommended by the Australian Computer Society (ACS), ensuring you gain industry-relevant skills and knowledge.

PROGRAM OVERVIEW

The Bachelor of Information Technology (Cybersecurity) is a comprehensive undergraduate program designed to equip students with foundational and advanced skills in cybersecurity. It addresses the growing demand for cybersecurity professionals who can protect digital assets, mitigate risks, and ensure compliance with global standards.

Key Features:

- Curriculum mapped to CyBOK domains .
- Industry-aligned coursework with hands-on labs and projects.
- Opportunities for business interaction and real-world problem-solving.
- Ethical hacking, network security, and risk management training.

COURSE LEARNING OUTCOMES

The Course Learning Outcomes (CLOs) for the BIT (Cybersecurity) have been aligned with the AQF level 7 Descriptors and compared to those of other academic institutions for benchmarking purposes.

CLO 1: Understand and apply a comprehensive knowledge of theoretical and technical concepts to pursue IT-related careers, particularly in the fields of cybersecurity.

CLO 2: Assess the impact of information technology on both business and society.

CLO 3: Collaboratively apply accumulated IT expertise to create practical solutions for real-world challenges within a team context.

CLO 4: Use IT tools to collect, refine, and improve data with the goal of addressing cybersecurity challenges.

CLO 5: Analyse the rapid and continuous evolution of the IT discipline and the need for lifelong learning.

CLO6: Demonstrate initiative and sound judgment in applying IT knowledge and skills ethically and responsibly across various projects.

CLO7: Effectively communicate and negotiate with others through clear and coherent communication skills, and in a manner that acknowledges cultural diversity.

COURSE DETAILS

An overview of the course details associated with the bachelor's degree is provided in the table below.

Year of Introduction	2025
Teaching Period and Delivery Mode. Checked boxes indicate teaching periods in which students can commence the Course.	Trimester 1 **International** On Campus Full time ☒ Trimester 2 On Campus Full time ☒ Trimester 3 On Campus Full time ☒
Student Funding Basis	Commonwealth Supported Place ☐ Full-Fee Domestic ☒ Full-Fee International ☐ ☒
CRICOS Code	Is the Course to be offered to On-Campus International students? Yes ☒ No
Delivery location	Melbourne, Victoria

COURSE STRUCTURE

The Bachelor of Information Technology (Cyber Security) can be completed on a full-time or part-time basis with the standard full-time duration of the course being three years available to complete the degree.

LIST OF UNITS AND PRE-REQUISITE

Unit Code			Unit Name	CP	Pre-req/Co-req
Year 1	Tri-1	BIT 101	Introduction to Information Technology	10	Nil
		BIT 102	Programming Techniques	10	Nil
		BUS 101	Business Communication	10	Nil
	Tri-2	BIT 103	Introduction to Cybersecurity	10	Nil
		MGT 101	Management Fundamental	10	Nil
		BIT 104	Database and Data Warehousing	10	Nil
	Tri-3				
		BIT 105	Computer Network	10	Nil
		BIT 106	Cloud Computing	10	BIT 105 (Co-req)

Unit Code			Unit Name	CP	Pre-req
Year 2	Tri-1	MGT 210	Managing Innovation and Digital Transformation	10	Nil
		BIT 201	Structure Programming	10	BIT 102
		BIT 202	System Analysis and Design	10	BIT 102
	Tri-2	BIT 203	Network Security	10	BIT 105
		BIT 204	Introduction to Computer Science	10	BIT 102
		BIT 205	IT Agile project Management	10	BIT 202
	Tri-3				
		BIT 206	Cybersecurity Governance and law	10	BIT 103
		BIT 207	Penetration Testing and Ethical Hacking	10	BIT 103

Unit Code			Unit Name	CP	Pre-req
Year 3	Tri-1	BIT 301	Applied cryptography	10	BIT 204
		BIT 302	Cloud Security and Privacy	10	BIT 103, 106, and 206
		BIT 303	Ethics and Professional Practice	10	Completion of 16 units
	Tri-2	BIT 307	Project- 1 (business requirement analysis)	10	BIT 202 and Completion of 16 units
		BIT 304	Cyber Risk and Incident Management	10	BIT 206
		Elective 1	Select any one elective	10	
	Tri-3				
		Elective 2	Select any one elective	10	

		BIT 308	Project-2 (design & implementation)	10	BIT 307

Electives (any two)

Unit Code	Unit Name	CP	Pre-req
BIT 305	IT Service Management	10	Completion of 16 units
BIT 306	Internet of Things (IoT)	10	BIT 204
BIT 309	Blockchain security	10	BIT 102, 103, 301 and 302
BUS 310	Data Analytics	10	BIT 104

WORKLOADS

Students are expected to allocate a minimum of twelve (12) hours of study time to each unit. This includes three (3) hours of scheduled delivery by academic staff, followed by an additional nine (9) hours of independent study to solidify the concepts covered in the contact hours. The delivery of content will consist of two-hour lectures and one-hour tutorials (See Figure 2).

Figure 2: 

Workload

The standard study load for a student will typically involve enrolling in 8 units of study per year. Three (3) units of study in trimester one and two, resulting in a minimum commitment of thirty-six (36) hours per week throughout the first two trimesters and in the third trimester, students will enroll in two (2) units of study resulting in twenty-four (24) hours per week throughout the third trimester.

FACILITIES AT MIHE

CLASSROOMS APPROPRIATE FOR FACE-TO-FACE TEACHING AND CLASSES

Three types of classrooms are provided at the MIHE campus:

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

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

CLASSROOMS EQUIPPED WITH RELEVANT ICT INFRASTRUCTURE

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

LIBRARY

Library Resources include:

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

SOFTWARE REQUIREMENT FOR THE COURSE

MIHE will provide the following software free of cost during your study period. Contact ithelp@mihe.vic.edu.au for free installation on your laptop and use free in the MIHE computer lab.

Unit	Software Requirements
BIT 102	• Computer access which will be available on campus Python Compiler - Python 3.x (Essential for all Python-related activities) • Basic Text Editor - Notepad++ or Sublime Text (For quick edits and note-taking) • Web Browser - Google Chrome or Mozilla Firefox (For research and web development testing) • Integrated Development Environment (IDE) - Thonny (Simpler than PyCharm, suitable for beginners) • Git - GitHub Desktop (For basic version control, more user-friendly interface) • SQLite - For introductory database exercises • Flask - For a gentle introduction to web development • NumPy Library - For basic data analysis tasks • File Compression Software - WinRAR or 7-Zip (For handling project files)
BIT 103	• **Antivirus Software**: Recommended: Norton or McAfee (For mastering security basics) • **Firewall Software**: Windows Firewall or ZoneAlarm (For advanced security devices) • **Single Sign-On Software**: Okta or OneLogin (For identity and access management) • **Packet Sniffer**: Wireshark (For exploring network technologies and tools) • **Risk Assessment Tool**: Microsoft Threat Modeling Tool (For risk management framework) • **Disk Encryption Software**: BitLocker or VeraCrypt (For securing hosts and data) • **Vulnerability Scanner**: Nessus or OpenVAS (For comparing threats and vulnerabilities) • **Asset Management Software**: Snipe-IT (For implementing controls to protect assets) • **Cryptography Tool**: OpenSSL (For cryptography and public key infrastructure) • **Policy Management Software**: SolarWinds Access Rights Manager (For implementing policies) • **Privacy Tool**: CCleaner (For privacy basics and regulations) • **Web Browser**: Google Chrome or Mozilla Firefox (For research and review)
BIT 104	• Relational Database Management System (RDBMS): MySQL or SQLite (For OLTP and SQL exercises) • Data Modeling Tool: ERDPlus or Lucidchart (For Entity-relationship modelling) • SQL IDE: MySQL Workbench or DBeaver (For SQL exercises) • Data Warehousing Software: Microsoft Azure or Amazon Redshift (For data warehousing concepts) • ETL Tool: Talend or Microsoft SSIS (For Data Integration and ETL processes) • Business Intelligence Software: Tableau Public or Microsoft Power BI (For analytics) • Text Editor: Notepad++ or Sublime Text (For quick code edits and note-taking) • Web Browser: Google Chrome or Mozilla Firefox (For research and review) • Optional Hardware: • External Hard Drive: For data storage and backups • High-Speed Internet Connection: For accessing cloud-based services
BIT 105	• Packet Tracer or Wireshark: For network simulation and protocol analysis. • Putty or SSH Client: For remote network management. • OpenVPN or similar VPN software: For understanding secure network connections. • Nmap or Zenmap: For network scanning and security auditing. • Firewall Software: Windows Firewall or ZoneAlarm for understanding network security. • Web Browser: Google Chrome or Mozilla Firefox for research and review.
BIT 106	• AWS Free Tier Account: For hands-on practice with Amazon Web Services. • Azure Free Account: For practice on Microsoft's cloud platform. • Google Cloud Free Tier: For Google Cloud Platform exercises.

Unit	Software Requirements
	• Docker: For understanding containers. • Kubernetes: For container orchestration. • Git: For version control and CI/CD practices. • Terraform or CloudFormation: For Infrastructure as Code exercises. • Cloud Security Tools: Such as AWS Inspector or Azure Security Center for security monitoring. • Cloud Monitoring Tools: Such as AWS CloudWatch or Azure Monitor. • Web Browser: Google Chrome or Mozilla Firefox for research and cloud console access.
BIT 201	• C# Development Environment: • Microsoft Visual Studio Community Edition: A free, feature-rich IDE that supports C# development and .NET MVC projects. • Web Development Tools: • XAMPP or MAMP: Free and open-source cross-platform web server solutions that package Apache, MySQL, and PHP together for local web development. • Visual Studio Code: A lightweight, powerful source code editor that supports PHP, .NET MVC, and JavaScript frameworks. • JavaScript Frameworks for Web and Mobile Development: • Node.js: Essential for running JavaScript tools and frameworks. • React.js and Vue.js Libraries: For building user interfaces in web and mobile applications. • Secure Coding Resources: • OWASP ZAP: A free security tool to help find security vulnerabilities in web applications. • Secure coding guidelines from OWASP and SANS: Available online for reference. • Cloud Application Exploration Tools: • Heroku or Vercel: Platforms that offer a simpler approach to deploying web applications, suitable for educational purposes. • Basic File Handling and I/O Operations: • Standard text editors like Notepad++ or Sublime Text, which are often sufficient for file manipulation tasks. • Version Control System: • Git: For source code management. • GitHub Desktop: A GUI for managing Git repositories, making it more accessible for students new to version control. • Supplementary Tools and Libraries: • NuGet Package Manager for Visual Studio: To easily integrate libraries for data structures, algorithms, and other C# features.
BIT 202	• Modeling and Design Tools: • Lucidchart or Microsoft Visio: For creating data flow diagrams and other systems analysis models. • StarUML or Argouml: Tools for object-oriented modeling with UML (Unified Modeling Language). • Agile Project Management Software: • Jira or Trello: To introduce students to Agile and Scrum methodologies in a practical, hands-on manner. • HCI and UX Design Tools: • Balsamiq or Adobe XD: For wireframing and prototyping user interfaces, focusing on HCI and UX principles. • Database Design and Management: • MySQL Workbench or Microsoft SQL Server Management Studio: For designing and managing database systems. • Documentation and Collaboration Platforms: • Confluence: To document systems analysis processes and decisions. • Microsoft Office Suite or Google Workspace: For creating and sharing documents, spreadsheets, and presentations.

Unit	Software Requirements
	• Data Dictionary and Process Specification Tools: • Simple text editors like Notepad++ or advanced IDEs like Visual Studio Code, which can be used for writing and maintaining data dictionaries. • Version Control System: • Git: For source code and document version control. • GitHub or GitLab: For online repository hosting and collaboration. • Prototyping and Interface Design: • Axure RP or Sketch: For more sophisticated interface design and prototyping. • Supplementary Tools: • Slack or Microsoft Teams: For team communication and collaboration.
BIT 203	• Cryptography Tools: • OpenSSL: For implementing encryption algorithms and managing SSL/TLS certificates. • GnuPG: For teaching public-key cryptography and secure communication. • Network Simulation Tools: • GNS3 or Cisco Packet Tracer: To simulate network environments for practical exercises. • Wireshark: For network protocol analysis and traffic capture. • Firewall and IDS/IPS: • pfSense: An open-source firewall and router that also features IDS/IPS capabilities. • Snort: An open-source network intrusion detection and prevention system. • VPN Configuration: • OpenVPN: To demonstrate the setup and management of VPNs. • Security Protocol Analysis: • SSL Labs' SSL Test: To analyze the configuration of SSL/TLS on web servers. • O-Saft: A tool to check SSL/TLS services on servers. • Wireless Security Analysis: • Aircrack-ng: For Wi-Fi network security auditing. • Cloud Security Tools: • Cloud-specific security tools provided by cloud service providers like AWS, Azure, or GCP for teaching cloud security best practices. • IoT Security Tools: • IoT security platforms like Armis or Zingbox for understanding IoT vulnerabilities and protection strategies. • Incident Response Tools: • TheHive: For incident response and digital forensics. • MISP: Threat intelligence and sharing platform. • Compliance and Best Practices: • Nmap: For network discovery and security auditing. • Nessus or OpenVAS: Vulnerability assessment tools. • Ethical Hacking and Penetration Testing: • Kali Linux: A Linux distribution designed for digital forensics and penetration testing that includes a wide array of security tools. • Emerging Trends and Challenges Research: • Access to the latest research papers and security news websites for understanding emerging trends.
BIT 204	• Integrated Development Environments (IDEs): • Visual Studio: For C#, .NET, and other Microsoft technologies. • Eclipse or IntelliJ IDEA: For Java and other programming languages. • PyCharm: For Python, which is widely used in AI and data science. • Specialized Programming Language Support: • R Studio: For R, particularly in data science and statistics. • MATLAB: For numerical computing, often used in engineering and AI. • Software Development Tools: • Git: Version control system for tracking changes in source code.

Unit	Software Requirements
	• Docker: For creating, deploying, and running applications using containers. • Computational Thinking and Problem-Solving: • Jupyter Notebooks: For documenting and sharing code, especially in Python. • Algorithm simulation software: To visualize and understand complex algorithms. • Artificial Intelligence and Machine Learning: • TensorFlow or PyTorch: Open-source libraries for machine learning and AI. • Weka: A collection of machine learning algorithms for data mining tasks. • Data Privacy and Social Media Analysis: • Tableau or Power BI: For data visualization and social media data analysis. • Privacy analysis tools: To study data privacy issues. • Ethical Considerations in Computer Science: • Online ethics simulation platforms: To engage with ethical dilemmas in a controlled environment. • Human-Computer Interaction (HCI): • Axure RP or Sketch: For prototyping user interfaces. • Usability testing software: To gather user feedback on interface designs. • Cybersecurity Fundamentals: • Basic cybersecurity labs: For understanding security principles and practices. • Networks and Internet Technologies: • Cisco Packet Tracer: For understanding computer networks. • Browser developer tools: For web technologies and network requests analysis. • Data Structures and Algorithms: • Visualgo or Algomation: For visualizing data structures and algorithms. • General Purpose Programming Languages: • Python, Java, C++, or similar: For teaching fundamental programming concepts.
BIT 205	• Jira Software: For Agile project management, issue and project tracking. • Trello: For Kanban boards and task management. • Asana: For task assignments and progress tracking. • Microsoft Project: For project scheduling and budgeting. • Slack or Microsoft Teams: For team communication and collaboration. • Git and GitHub: For version control, particularly useful if the project involves coding. • Confluence: For creating and managing Agile documentation. • Risk Register Software: For Agile risk assessment and mitigation, e.g., SpiraPlan. • Google Workspace or Microsoft Office Suite: For document creation, spreadsheets, and presentations. • Zoom or Skype: For remote meetings and daily stand-ups.
BIT 206	• Computer access with high-speed internet connection
BIT 207	• Kali Linux: A Linux distribution designed for digital forensics and penetration testing. • Metasploit: For developing, testing, and executing exploit code against a remote target. • Wireshark: For network protocol analysis. • Nmap: For network scanning and enumeration. • Burp Suite: For web vulnerability scanning. • John the Ripper: For password cracking. • Aircrack-ng: For testing wireless network security. • OpenVAS: For vulnerability scanning. • Nessus: For vulnerability assessment. • SQLmap: For SQL injection testing. • Social-Engineer Toolkit (SET): For social engineering attacks. • OpenSSL: For understanding cryptography and encryption fundamentals. • VirtualBox or VMware: For creating isolated environments for testing.
BIT 301	• Cryptography Libraries:

Unit	Software Requirements
	• OpenSSL: A robust, full-featured open-source toolkit implementing the Secure Sockets Layer (SSL) and Transport Layer Security (TLS) protocols as well as a full-strength general-purpose cryptography library. • Cryptlib: A powerful security toolkit that allows developers to add encryption and authentication services to their software. • PyCrypto or PyCryptodome: Python libraries for cryptographic algorithms and protocols. • Simulation and Modeling Tools: • CrypTool: An educational tool for learning cryptography and cryptanalysis. • SageMath: A mathematics software system that includes many features for cryptography. • Number Theory Tools: • GAP (Groups, Algorithms, Programming): A system for computational discrete algebra with particular emphasis on computational group theory, which is useful for understanding the mathematical underpinnings of cryptography. • PARI/GP: A computer algebra system designed for fast computations in number theory, particularly for computations relevant to cryptography. • Public-Key Infrastructure (PKI) Tools: • EJBCA: An open-source PKI Certificate Authority software. • XCA: A tool for managing asymmetric keys, certificates, and PKI. • Quantum-Resistant Cryptography Research: • Qiskit: An open-source quantum computing software development framework for leveraging today's quantum processors in research, education, and business. • Microsoft Quantum Development Kit: Includes the Q# programming language and simulator for developing quantum-resistant cryptographic algorithms. • General Development Environments: • Integrated Development Environments (IDEs) like Visual Studio Code, Eclipse, or IntelliJ IDEA, which support multiple programming languages and extensions for cryptographic development. • Hash Function and Digital Signature Utilities: • Online hash calculators or local hash utilities to compute hash values for various algorithms. • GnuPG (GPG): A complete and free implementation of the OpenPGP standard for creating digital signatures and encrypting messages. • Educational Tools: • Cryptography and Network Security Principles and Practice: Educational software accompanying the textbook by William Stallings, if available, for practical exercises and simulations.
BIT 302	• Cloud Service Providers: • Amazon Web Services (AWS): Access to AWS Educate for hands-on labs and exercises in cloud security. • Microsoft Azure: Use of Azure for Education for practical experience with cloud security tools and services. • Google Cloud Platform (GCP): Access to GCP Education for resources on cloud security. • Cloud Security and Management Tools: • Cloud Security Command Center or Azure Security Center: Tools for security management and threat protection in cloud environments. • Terraform: An open-source infrastructure as code software tool that provides a consistent CLI workflow to manage hundreds of cloud services. • Identity and Access Management (IAM): • AWS IAM or Azure Active Directory: To practice identity and access management in the cloud. • Data Protection and Encryption: • Encryption software like VeraCrypt for understanding data encryption. • Cloud-based encryption tools provided by cloud service providers. • Compliance and Legal Aspects: • Compliance frameworks and checklists from cloud providers.

Unit	Software Requirements
	• Online resources for understanding legislation like GDPR, HIPAA, etc. • Incident Response and Disaster Recovery: • Disaster recovery planning tools offered by cloud providers. • Incident response simulation platforms. • Monitoring and Auditing: • Cloud-native monitoring tools like Amazon CloudWatch, Azure Monitor, or Google's Stackdriver. • SIEM (Security Information and Event Management) tools like Splunk or IBM QRadar. • Network Security: • Virtual network configuration tools within cloud providers' platforms. • Network security appliances and services available in cloud marketplaces. • Emerging Technologies and Best Practices: • Access to the latest research and whitepapers from cloud providers and security organizations. • Use of cloud security alliance resources for best practices. • Case Studies and Practical Scenarios: • Access to case studies and scenarios provided by cloud vendors or educational platforms. • General Development and Operations Tools: • Integrated Development Environments (IDEs) like Visual Studio Code with extensions for cloud services. • Docker for containerization concepts and Kubernetes for orchestration to understand cloud application deployment and security.
BIT 303	• Students need access to computers with appropriate software (IDE) and a stable internet connection.
BIT 304	• Cybersecurity Frameworks and Standards: • Access to NIST, ISO, and other cybersecurity framework documentation and templates. • Risk Assessment and Analysis Tools: • Risk assessment software like CRAMM or RiskWatch to practice risk analysis. • GRC (Governance, Risk Management, and Compliance) platforms for integrated risk management. • Incident Response and Handling: • Incident response platforms like TheHive or IBM Resilient for simulating incident response scenarios. • Digital forensics tools like Autopsy or EnCase for incident investigation. • Security Operations and Monitoring: • SIEM (Security Information and Event Management) tools such as Splunk or LogRhythm for security monitoring and operations. • Network monitoring tools like Wireshark for packet analysis. • Data Protection and Privacy: • Data Loss Prevention (DLP) tools for understanding data protection mechanisms. • Privacy compliance software to understand GDPR, CCPA, and other privacy laws. • Governance and Compliance: • Compliance management software to track adherence to various cybersecurity standards. • Incident Investigation: • Cybersecurity incident simulation tools for practical exercises. • Sandbox environments like Cuckoo Sandbox for malware analysis. • Threat Intelligence and Threat Hunting: • Threat intelligence platforms like Recorded Future or AlienVault OTX. • Endpoint Detection and Response (EDR) tools for threat hunting exercises. • Incident Reporting and Communication: • Templates and tools for creating incident reports and communication plans. • Cybersecurity Awareness and Training: • Access to cybersecurity training platforms like Cybrary or Infosec Skills for conducting

Unit	Software Requirements
	awareness programs. • General IT Tools: • Database management software to understand the protection of data assets. • Networking tools for simulating network environments and understanding network-related risks. • Review and Revision: • Access to the latest cybersecurity research papers and case studies for review sessions.
BIT 305	• ITSM Frameworks and Standards: • Access to ITIL and COBIT framework documentation and templates. • Service Lifecycle Management: • ITSM platforms like ServiceNow or BMC Remedy that allow for the practical application of service lifecycle management. • Service Operations and Processes: • Service desk software such as Zendesk or Freshservice for understanding service operations. • Performance monitoring tools to track service metrics and KPIs. • Service Design and Innovation: • Tools for service design, such as digital whiteboarding and mapping tools. • IT Governance and Strategic Alignment: • Governance, Risk, and Compliance (GRC) platforms to understand IT governance and risk management. • IT Risk Management: • Risk assessment and management software to understand and manage IT-related risks. • ITSM Tools for Service Improvement: • ITSM software like Jira Service Management for hands-on experience in service improvement and ticketing. • Configuration Management Database (CMDB) tools to manage IT service assets. • Collaboration and Communication: • Collaboration platforms like Slack or Microsoft Teams to simulate collaborative problem-solving in ITSM contexts
BIT 306	• IoT Development Platforms: • Arduino IDE for programming Arduino microcontrollers, which are commonly used in IoT projects. • Raspberry Pi OS and relevant tools for developing and testing IoT applications on Raspberry Pi devices. • Connectivity and Data Protocols: • MQTT and CoAP protocol simulators for understanding device-to-device or device-to-cloud communication. • Network simulators like Cisco Packet Tracer to understand network topologies and data flow in IoT systems. • Sensors and Data Analytics: • Simulation software for virtual sensors and actuators to understand data collection and device control. • Data analytics platforms like Microsoft Power BI or Tableau for visualizing and analyzing IoT data. • Security and Privacy: • Basic cybersecurity tools for encryption and network security practices relevant to IoT. • Privacy analysis tools to understand data protection and privacy considerations in IoT deployments. • IoT Operating Systems and Middleware: • Access to lightweight IoT operating systems such as RIOT or Contiki for understanding the software that runs on IoT devices. • Middleware platforms like Node-RED for integrating various IoT devices and services.

Unit	Software Requirements
	• IoT Application Development: • Integrated Development Environments (IDEs) like Visual Studio Code with extensions for IoT development. • Mobile app development platforms like MIT App Inventor for creating simple IoT applications. • Cloud Platforms: • Access to cloud platforms like AWS IoT or Microsoft Azure IoT for deploying and managing IoT applications.
BIT 307	• IoT Development Platforms: • Arduino IDE for programming Arduino microcontrollers, which are commonly used in IoT projects. • Raspberry Pi OS and relevant tools for developing and testing IoT applications on Raspberry Pi devices. • Connectivity and Data Protocols: • MQTT and CoAP protocol simulators for understanding device-to-device or device-to-cloud communication. • Network simulators like Cisco Packet Tracer to understand network topologies and data flow in IoT systems. • Sensors and Data Analytics: • Simulation software for virtual sensors and actuators to understand data collection and device control. • Data analytics platforms like Microsoft Power BI or Tableau for visualizing and analyzing IoT data. • Security and Privacy: • Basic cybersecurity tools for encryption and network security practices relevant to IoT. • Privacy analysis tools to understand data protection and privacy considerations in IoT deployments. • IoT Operating Systems and Middleware: • Access to lightweight IoT operating systems such as RIOT or Contiki for understanding the software that runs on IoT devices. • Middleware platforms like Node-RED for integrating various IoT devices and services. • IoT Application Development: • Integrated Development Environments (IDEs) like Visual Studio Code with extensions for IoT development. • Mobile app development platforms like MIT App Inventor for creating simple IoT applications. • Cloud Platforms: • Access to cloud platforms like AWS IoT or Microsoft Azure IoT for deploying and managing IoT applications.
BIT 308	• IoT Development Platforms: • Arduino IDE for programming Arduino microcontrollers, which are commonly used in IoT projects. • Raspberry Pi OS and relevant tools for developing and testing IoT applications on Raspberry Pi devices. • Connectivity and Data Protocols: • MQTT and CoAP protocol simulators for understanding device-to-device or device-to-cloud communication. • Network simulators like Cisco Packet Tracer to understand network topologies and data flow in IoT systems. • Sensors and Data Analytics: • Simulation software for virtual sensors and actuators to understand data collection and device control. • Data analytics platforms like Microsoft Power BI or Tableau for visualizing and analyzing IoT

Unit	Software Requirements
	data. • Security and Privacy: • Basic cybersecurity tools for encryption and network security practices relevant to IoT. • Privacy analysis tools to understand data protection and privacy considerations in IoT deployments. • IoT Operating Systems and Middleware: • Access to lightweight IoT operating systems such as RIOT or Contiki for understanding the software that runs on IoT devices. • Middleware platforms like Node-RED for integrating various IoT devices and services. • IoT Application Development: • Integrated Development Environments (IDEs) like Visual Studio Code with extensions for IoT development. • Mobile app development platforms like MIT App Inventor for creating simple IoT applications. • Cloud Platforms: • Access to cloud platforms like AWS IoT or Microsoft Azure IoT for deploying and managing IoT applications.
BIT 309	• IoT Development Platforms: • Arduino IDE for programming Arduino microcontrollers, which are commonly used in IoT projects. • Raspberry Pi OS and relevant tools for developing and testing IoT applications on Raspberry Pi devices. • Connectivity and Data Protocols: • MQTT and CoAP protocol simulators for understanding device-to-device or device-to-cloud communication. • Network simulators like Cisco Packet Tracer to understand network topologies and data flow in IoT systems. • Sensors and Data Analytics: • Simulation software for virtual sensors and actuators to understand data collection and device control. • Data analytics platforms like Microsoft Power BI or Tableau for visualizing and analyzing IoT data. • Security and Privacy: • Basic cybersecurity tools for encryption and network security practices relevant to IoT. • Privacy analysis tools to understand data protection and privacy considerations in IoT deployments. • IoT Operating Systems and Middleware: • Access to lightweight IoT operating systems such as RIOT or Contiki for understanding the software that runs on IoT devices. • Middleware platforms like Node-RED for integrating various IoT devices and services. • IoT Application Development: • Integrated Development Environments (IDEs) like Visual Studio Code with extensions for IoT development. • Mobile app development platforms like MIT App Inventor for creating simple IoT applications. • Cloud Platforms: • Access to cloud platforms like AWS IoT or Microsoft Azure IoT for deploying and managing IoT applications.
BUS 101	• Computer with high-speed internet connection and basic software such as Microsoft Office, Web browser etc.
MGT 101	• Computer with high-speed internet connection and basic software such as Microsoft Office, Web browser etc.
MGT 201	• Computer with high-speed internet connection and basic software such as Microsoft Office, Web browser etc.

Unit	Software Requirements
	• Data Analysis and Business Intelligence Tools: • Tableau or Microsoft Power BI for visual data analysis and business intelligence. • Google Analytics for understanding web traffic and digital marketing effectiveness. • Artificial Intelligence and Machine Learning Platforms: • Google AI Platform or Azure Machine Learning for experimenting with and deploying AI and machine learning models. • IBM Watson for access to various AI services and tools. • Project Management and Collaboration Software: • Trello or Asana for project management and task tracking. • Slack or Microsoft Teams for team communication and collaboration. • Innovation and Design Thinking Tools: • Miro or Lucidchart for brainstorming, mind mapping, and visualizing design thinking processes. • InVision or Adobe XD for prototyping and user experience design. • Digital Transformation Frameworks: • Salesforce for customer relationship management and understanding digital customer journeys. • SAP for enterprise resource planning and insights into digital transformation in large organizations. • Ethics and Compliance Platforms: • Convercent or NAVEX Global for ethics and compliance management. • Ethics & Compliance Initiative (ECI) resources for best practices and guidelines. • Intellectual Property Management: • Anaqua or IPfolio for intellectual property management and analytics. • Agility and Workflow Tools: • Jira or Kanbanize for agile project management and workflow automation.
BUS 310	• Statistical Analysis and Data Processing: • R or Python with libraries such as pandas, NumPy, and SciPy for data manipulation and statistical analysis. • SPSS or SAS for advanced statistical analysis. • Data Visualization: • Tableau or Microsoft Power BI for creating interactive data visualizations. • QlikView for business intelligence and visualization. • Business Intelligence and Data Warehousing: • Microsoft SQL Server with BI tools for data warehousing and business intelligence. • Oracle BI for comprehensive business intelligence solutions. • Predictive Analytics: • IBM SPSS Modeler or KNIME for predictive modeling and data mining. • RapidMiner for advanced analytics, including predictive analytics and machine learning. • Text, Web, and Social Media Analytics: • NVivo for qualitative and mixed-methods research, including text analysis. • Google Analytics for web analytics and tracking. • Prescriptive Analytics and Optimization: • Gurobi or IBM ILOG CPLEX for mathematical optimization. • Solver in Excel for basic optimization problems. • Big Data Tools: • Apache Hadoop for processing large data sets across clusters of computers. • Apache Spark for big data processing and analytics. • Big Data Storage and Management: • MongoDB or Cassandra for NoSQL databases capable of handling large volumes of data. • Amazon Web Services (AWS) or Google Cloud Platform (GCP) for cloud-based big data services. • Data Strategy and Management:

Unit	Software Requirements
	• Talend or Informatica for data integration and management. • Alteryx for data blending and advanced data analytics. • Privacy and Data Governance: • OneTrust or TrustArc for data privacy management and compliance.

STUDENT BREAKOUT AREA

The student breakout area offers students an inviting space in which to congregate outside of class time. The facility includes drinking water and basic kitchen amenities including fridges and microwaves. Vending machines for food and beverages are also located on the campus. Refer Campus Floor Plan for details.

Male and Female Toilets

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

Learning Management System

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

Digital Subscriptions for Textbooks and other learning materials

Staff and Students have access to a variety of online subscriptions/learning materials/resources. These include ProQuest and Computer Science Database. You can find all of the reading material on Moodle.

Free high-speed wireless internet

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

Meeting rooms

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

of classes.

WORKING AS A GROUP AND RESOLVING GROUP WORK ISSUES

Use the following tips to make group work more effective.

GET TO KNOW YOUR GROUP

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

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

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

UNDERSTAND WHAT YOU NEED TO DO

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

As a group:

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

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

PLAN GROUP MEETINGS

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

a) create a timetable.

b) set meeting goals.

a) Create a timetable.

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

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

b) Set meeting goals

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

Your meeting goals may include:

- reviewing work that has been completed

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

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

COMMUNICATE EFFECTIVELY

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

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

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

ADDRESS ISSUES

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

UNEQUAL CONTRIBUTION

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

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

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

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

LACKING FOCUS

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

If your group is still unable to focus, try:

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

MISSING DEADLINES

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

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

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

CONTACT STAFF: UNIT COORDINATOR, LECTURER OR TUTOR

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

STUDYING AT MIHE

TYPE OF ASSESSMENTS

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

a. Written assessment tasks including assignments

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

b. Performance assessment tasks

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

c. Quizzes

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

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

c. Examinations

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

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

d. Summative Non-Examination Tasks

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

e. Group Assessments

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

ASSESSMENT MODERATION

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

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

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

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

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

assessments representing a range of grades

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

ASSIGNMENT REFERENCING

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

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

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

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

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

GENERATIVE ARTIFICIAL INTELLIGENCE (GAI)

The development of Generative Artificial Intelligence (GAI) technologies is proceeding at increasing speed. MIHE is committed to ensuring that GAI tools can be used for the benefit of students by enhancing teaching practices and student learning experiences; ensuring students have equal opportunity to benefit from generative AI and develop skills for the future within an ethical framework; and enabling educators to benefit from efficiencies to develop innovative methods of teaching. The ethical use of GAI as part of assessment will be discussed further at orientation and in your classes.

ASSESSMENT SUBMISSION

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

Late submission: 5% of the marks allocated for the assessment will be deducted for each day or part thereof for which a student is late in submitting an assignment (including weekends and public

holidays). Assessment tasks submitted 5 days past the due date will receive 0 marks.

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

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

ABSENCE FOR IN-CLASS ASSESSMENTS

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

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

SPECIAL CONSIDERATION AND ASSESSMENT EXTENSION REQUESTS

Special considerations may be applied for in the following circumstances:

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

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

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

MARKING AND GRADING

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

Students will be awarded of marks and grades only based on merit with reference to the predetermined written assessment criteria in the rubrics. Students' marks will not be adjusted by the Board of Examiners with the exception of examinations or other final summative assessments.

HURDLE REQUIREMENT

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

GRADING MATRIX

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

Results	Grade	Description
80% +	High Distinction (HD)	High distinction is awarded for an outstanding performance that provides evidence of an outstanding level of attainment of the relevant Unit learning outcomes
70 – 79%	Distinction (D)	Distinction is awarded for a superior performance that provides evidence of a superior level of attainment of the relevant Unit learning outcomes
60 – 69%	Credit (C)	Credit is awarded for good performance that provides evidence of a high level of attainment of the relevant Unit learning outcomes
50 – 59%	Pass (P)	Pass is awarded for an acceptable performance that provides evidence of a satisfactory level attainment of the relevant Unit learning outcomes
<50%	Fail (N)	Fail is awarded for unsatisfactory performance, below the minimum acceptable level. This grade characterises work which shows a significant lack of understanding of the topic or its context and is therefore unsatisfactory.
<50%	CP	Conceded Pass. Where the mark in a final unit in a course is in the range 45-49% and to be offered by exception, see conditions below.

<50%	Fail Non-submission (FNS)	Fail is awarded for non-submission of one or more pieces of assessment.
44%	Fail (XN)	Awarded where the overall grade is 50% or above, but a hurdle requirement has not been met, e.g. failing to pass the final exam.
Pass grade for a non-graded (pass/fail) Unit	Pass (PA)	Pass is awarded for an acceptable performance that provides evidence of a satisfactory level attainment of the relevant Unit learning outcomes.
Fail grade for a non-graded (pass/fail) Unit	Fail (N)	Fail is awarded for unsatisfactory performance, below the minimum acceptable level. This grade characterises work which shows a significant lack of knowledge, understanding or application of the topic or its context and is therefore unsatisfactory.
Withdrawn	WD	Awarded when a student withdraws from a Unit before the Census Date.
Withdrawn without Penalty	WDWP	Awarded when a student withdraws from a Unit after the Census Date, and when academic and/or financial penalties have not been applied due to personal circumstances such as ill health.

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

- the student has achieved a mark of45% - 49% in the unit.
- the student has submitted all marked assessment tasks for the unit.
- the unit represents the last 10credit points needed to complete the course and obtain the qualification.

MARKING AND FEEDBACK

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

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

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

SUPPLEMENTARY AND DEFERRED EXAMINATIONS OR ASSESSMENTS

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

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

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

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

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

Requests for a deferred examination must be made by students in writing to the Course Director in the form of an application for Special Consideration. The Course Director will decide on a case-by-case basis whether to grant a deferred examination. Students who sit a deferred exam or assessment will get a final unit grade that reflect the mark gained in the deferred exam or assessment plus any the marks obtained for any other assessment task completed in that unit.

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

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

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

- If they fail the supplementary or deferred examination or assessment, the student will be awarded a fail pass grade for the Unit

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

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

ASSESSMENT APPEALS

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

EXAMINATION MANAGEMENT

Attendance at Examinations

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

Admission to the Examination Room

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

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

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

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

Conduct of the examination

The following process must be undertaken by the examination invigilators:

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

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

- Students are permitted to ask clarifying questions during the reading time for the

examination about the exam procedures.

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

CONFIDENTIALITY AND SECURITY

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

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

SUBMITTING WORK FOR ASSESSMENT

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

acknowledged. All assessment work must be submitted via Moodle platform.

ACADEMIC INTEGRITY COMMITTEE (AIC)

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

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

STUDENTS WITH LEARNING NEEDS

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

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

MIHE MOODLE GUIDELINES

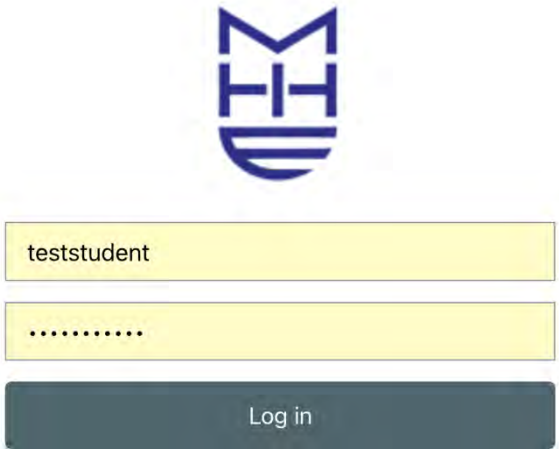
MOODLE

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

LOGIN

To access your Moodle account:

- Go to the www.mihe.vic.edu.au
- Click the **Moodle** button located at the top of the homepage or directly visit MIHE Moodle.
- Click on the red **Log in** button at the top right of your screen.
- Enter your login ID (your first name in lowercase letters) and your password.
- For assistance with passwords or login issues, contact Student Support Services.

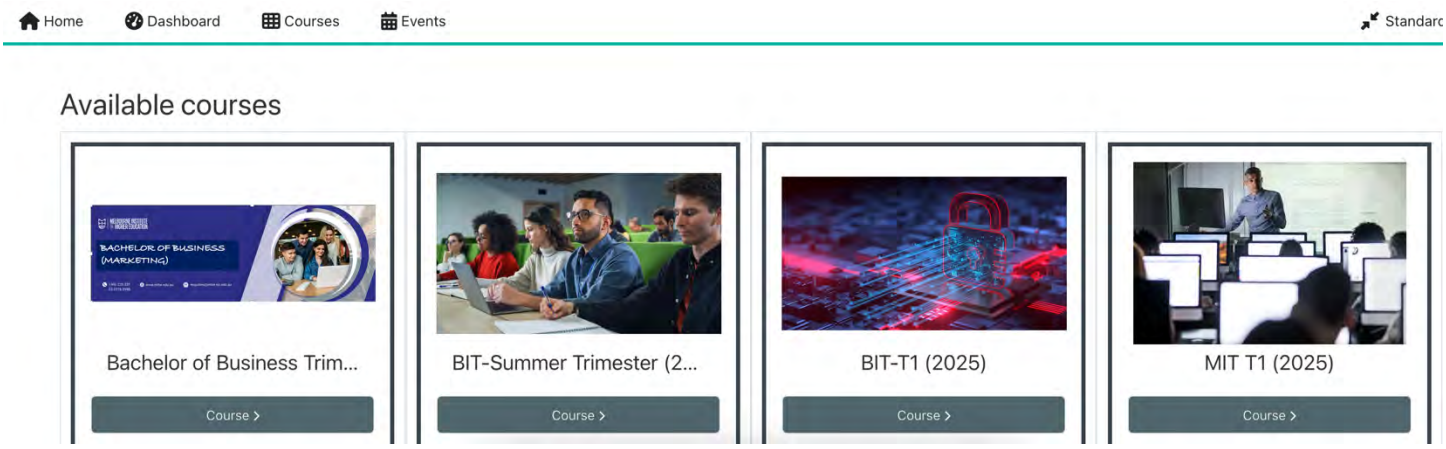


NAVIGATING MOODLE

Upon logging in:

- **Click on home**.
- The course home page displays your enrolled units and tabs including Unit Outline, Weeks 1–12, Assessments, Tutorials, Quiz, and Lecture Recordings.
- Select any tab to view detailed content for that unit.
- You can easily navigate between units using clearly displayed unit cards.

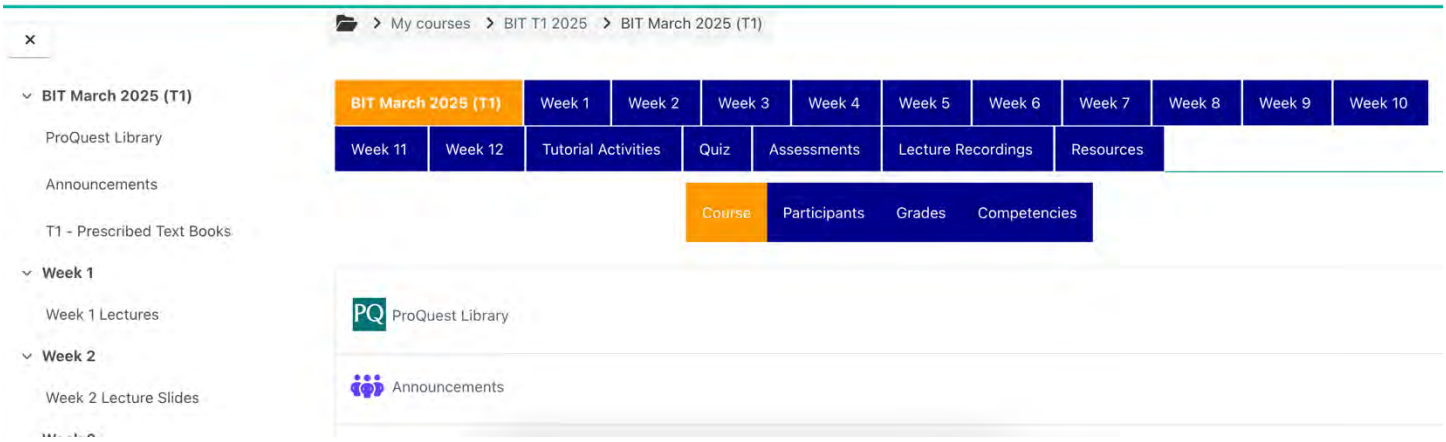
Home page display like below with your enol course:



Click on the course, for example BIT T1 (2025) or MIT T1 (2025).

- BIT = Bachelor of Information Technology.
- MIT = Master of Information Technology.
- T1 = Trimester 1

You can see below screen once you click on the course your enrolled.



UNIT OUTLINES AND WEEKLY MATERIALS

- Click the **Unit Outline** tab to access detailed information about your units.
- Weekly tabs (Week 1 to Week 12) contain lectures, tutorials, assessments, and quizzes. Navigate using these tabs to keep track of your study progression.

QUIZ

To complete quizzes:

- Select the **Quiz** tab from your Moodle unit.
- Follow the provided instructions, including noting any time constraints and attempt limits.
- Ensure timely submission to avoid penalties.

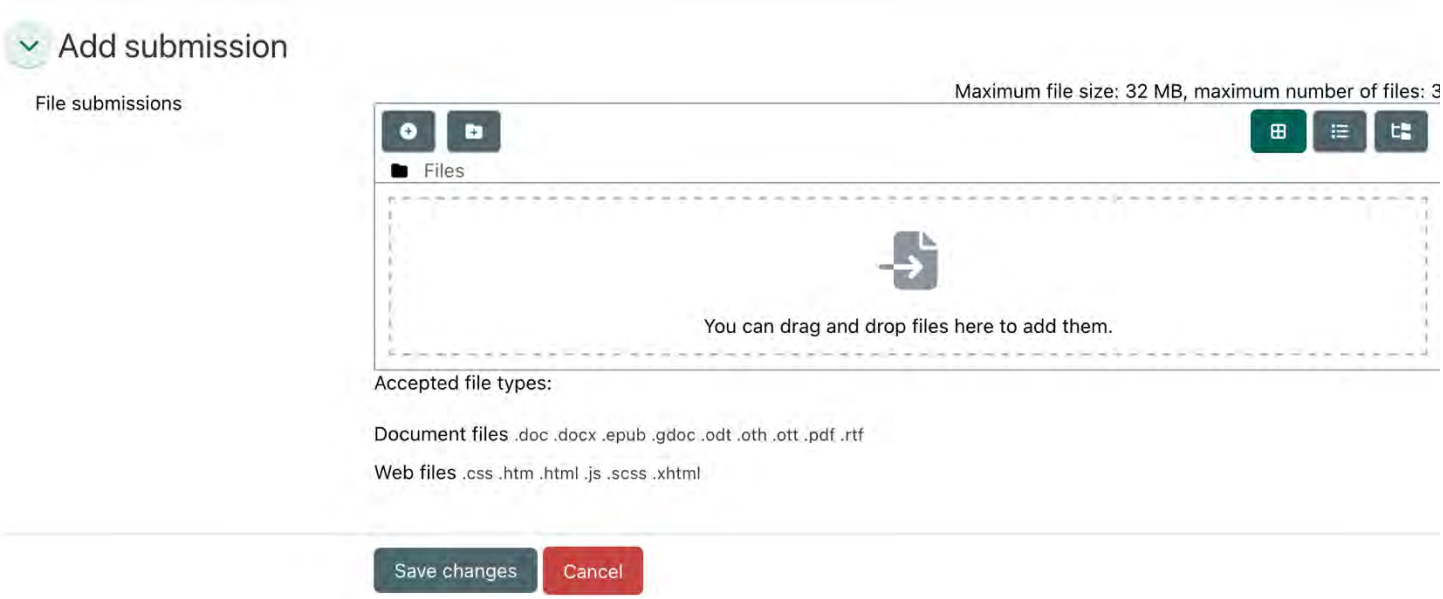
TUTORIAL WORK

- Navigate to the **Tutorials** tab within your unit.
- Select the appropriate week and click "View" to access tutorial activities.
- Follow activity instructions carefully.
- Upload your completed tutorial tasks directly through Moodle for assessment.

Week	Tutorial Activity	Week	Tutorial Activity
Week 1	Click to View	Week 2	click to View
Week 3	View	Week 4	View
Week 5	View	Week 6	View
Week 7	View	Week 8	View
Week 9	View	Week 10	View
Week 11	View	Week 12	View

Submitting your activity:

- Click on add submission.
- Upload your file.
- And submit by save changes.



UPLOADING ASSESSMENT

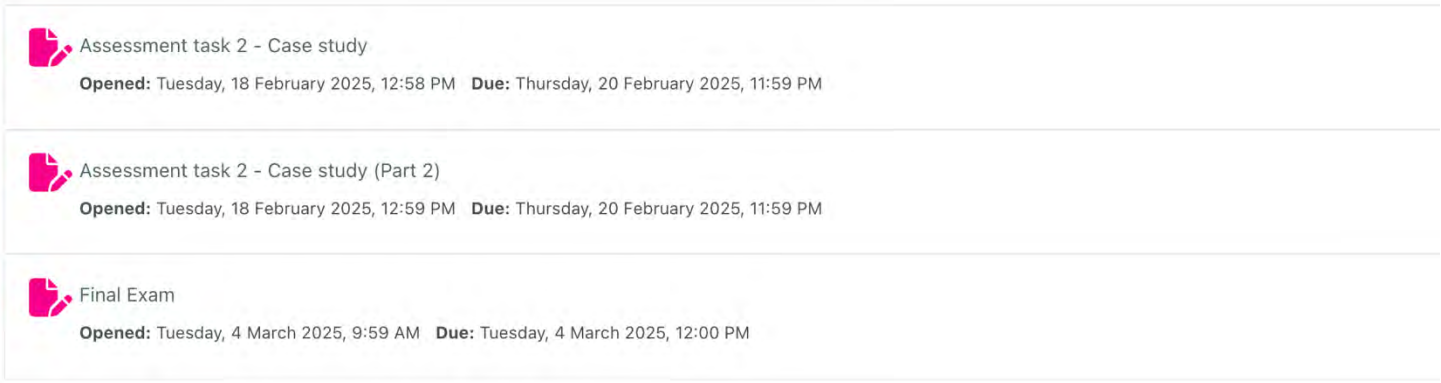
To submit your assessment:

- Navigate to the **Assessments** tab within your Moodle unit.
- Upload your file as instructed (typically in Word or PDF format).
- Confirm submission status is successful while click on save changes
- Retain a copy of all submitted work for your records

CHECKING DUE DATES

To verify assessment deadlines:

- Regularly view the **Upcoming Events** and **Calendar** sections on Moodle.
- Frequently consult your unit outlines to stay informed of all due dates.
- Aim to submit assignments ahead of deadlines to account for potential technical issues.



CHECKING FOR PLAGIARISM (TURNITIN)

- All assessments submitted on Moodle are automatically checked for plagiarism via Turnitin.
- After submission, you can download and review the similarity report to ensure academic integrity.
- If permitted, you can revise and resubmit your assignments to address any highlighted issues.

ADDITIONAL SUPPORT

For technical issues or further assistance:

- Contact Student Support Services or your Unit Coordinator.
- Utilise Moodle's Help resources or online support provided by MIHE.
- Moodle help: email to ithelp@mihe.vic.edu.au

CONTACT US

ASK MIHE

General Enquiries
150 High Street, Preston, VIC 3072
T: 1300 220 331 / 03 9276 0998
E: enquires@mihe.vic.edu.au
W: www.mihe.vic.edu.au

Admission
150 High Street, Preston, VIC 3072
T: 1300 220 331 / 03 9276 0998
admissions@mihe.vic.edu.au

Student Welfare Support
150 High Street, Preston, VIC 3072
T: 1300 220 331 / 03 9276 0998
studentwelfare@mihe.vic.edu.au

Academic Support
150 High Street, Preston, VIC 3072
T: 1300 220 331 / 03 9276 0998
academicsupport@mihe.vic.edu.au

IT Support/Moodle
150 High Street, Preston, VIC 3072
T: 1300 220 331 / 03 9276 0998
ithelp@mihe.vic.edu.au

Library Support
150 High Street, Preston, VIC 3072
T: 1300 220 331 / 03 9276 0998
library@mihe.vic.edu.au

Complaint & Appeal
150 High Street, Preston, VIC 3072
T: 1300 220 331 / 03 9276 0998
admin@mihe.vic.edu.au

Special Consideration
150 High Street, Preston, VIC 3072
T: 1300 220 331 / 03 9276 0998

Fee and Accounts:
150 High Street, Preston, VIC 3072
T: 1300 220 331 / 03 9276 0998

Emergency and Medical Services
MIHE has a strong component of international students who hail from different countries worldwide, creating a dynamic, multicultural community. In Student Administration, you'll find our specialist team whose role is to support our international students on a wide range of matters.
For serious or life-threatening Injury/Situation **Call 000 Police/Fire/Paramedics/Ambulance.** If an emergency call has been made, please notify the nearest staff member of the situation.

OVERSEAS STUDENT HEALTH COVER

OSHC assists international students to meet the costs of medical and hospital care they may need while in Australia. OSHC also includes ambulance cover and limited pharmaceuticals. It includes cover for visits to the doctor, some hospital treatment, ambulance cover and limited pharmaceuticals (medicines). OSHC insurers can provide a range of different OSHC products. These may range from a basic product that covers only the compulsory minimum services to comprehensive products which cover, in addition to the compulsory minimum services, extra services as specified under the particular policy.

QUESTIONS?

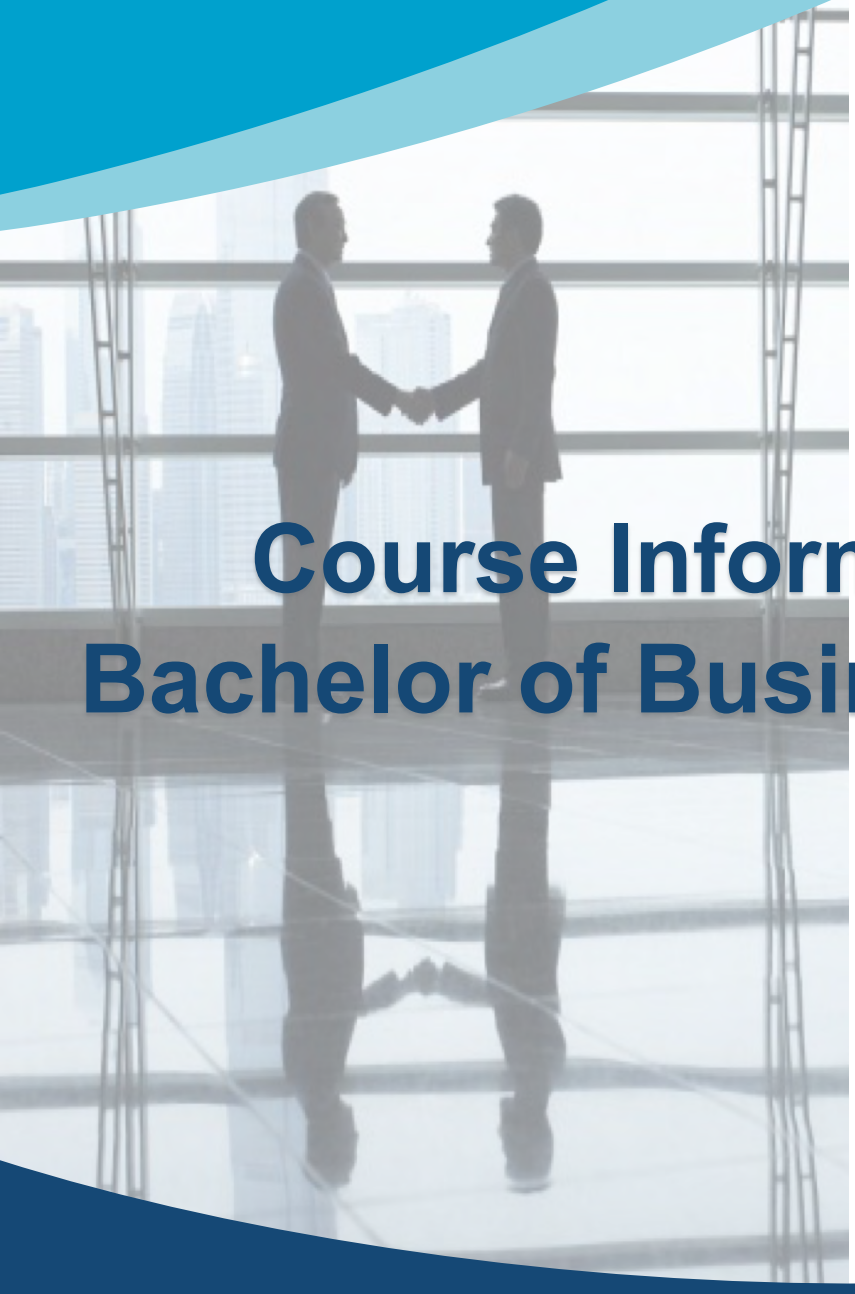
If you have any questions or concerns that haven't been answered in this guideline, you can submit an enquiry at info@mihe.vic.edu.au or academicsupport@mihe.vic.edu.au

FIND OUT MORE

Find more information on:

- Website: www.mihe.vic.edu.au

MELBOURNE INSTITUTE OF HIGHER EDUCATION



Course Information Guide
Bachelor of Business (Marketing)

Melbourne Institute of Higher Education (MIHE) |
ABN: 87 637 251 462 |
Website: www.mihe.vic.edu.au | Email: info@mihe.vic.edu.au
TEQSA Provider ID: PRV14350 | CRICOS #: 040188

Use of this Document:

This document only provides specific information about the course Bachelor of Business (Marketing).

Detailed information on other aspects of student life is provided in MIHE's Student Handbook and MIHE's Website and MIHE's Policies and Procedures.

If students are looking for information that cannot be found in any of the above listed documents or students require further clarification on any item, please contact MIHE's administration team.

Version: 1.0.2023

Welcome to Melbourne Institute of Higher Education

It is my pleasure to welcome you to the Melbourne Institute of Higher Education (MIHE). At MIHE an environment of inclusiveness, collaboration and respect for others will help foster an innovative and entrepreneurial mindset in our students.

Small class sizes and committed staff will ensure that students receive an excellent learning experience. In turn, practical, problem-based industry projects will give our graduates an edge in the job market. Our overarching commitment is to develop innovative and adaptive graduates who are ready to meet the demands of a rapidly changing world.

- Tauseef, Muhammad
Chief Executive Officer (CEO)

Vision and Values

Vision

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

Values

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

- **Quality:** We strive for quality in everything we do. This means striving for excellence and the highest standards for the benefit of staff, students, graduates, alumni and the broader community.
- **Intellectual freedom:** Creativity, new ideas and independent thinking from our staff and students is fostered, encouraged and supported. An environment of intellectual freedom and creativity will allow staff and students to be innovative and open to creating and taking advantage of opportunities in a fast-paced changing world.
- **Respect:** We expect respect amongst our staff and students and promote diversity where collaboration and inclusion are fostered, encouraged and celebrated.

Course Information: Bachelor of Business (Marketing)

Course Summary Details

Formal award name of the Course	Bachelor of Business (Marketing)
CRICOS Course Code	Subject to Approval
Standard Duration	3 Years (6 semesters) (Full-time)
AQF Level	AQF 7
Official Abbreviation	BBus (Mkt)
Detailed Field of Education Code (ASCED)	080301
Specialisations	Marketing
Total Course Units	20 Core Units (12 Business Core Units and 8 Marketing Major Core Units) 6 Electives Units
Units required to complete the course	20 Core Units (12 Business Core Units and 8 Marketing Major Core Units) 4 Electives Units
Credit Points (each unit)	10
Professional accreditation	Professional body/association accreditation is not being sought
Total course credit points	240
Delivery Mode	Face to Face on campus
Delivery Location	150 High Street, Preston, Melbourne VIC 3072
Course Fees (Domestic Students)	$43,200 (AUD)
Course Fees (International Students)	$49,200 (AUD)

Course Overview

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

The Bachelor of Business (Marketing) course provides students with a Marketing major. Marketing can be applied to every industry domain be it service, manufacturing, private industry, government or the not-for-profit sector. Numerous career opportunities in fields such as communications, marketing research, branding, sales, retailing, customer service and logistics are available to graduates. The Marketing major integrates theory, practical skills and industry-based project units to create job ready graduates. Based on

reports from Australian Department of Jobs and Small Business and The Quality Indicators for Learning and Teaching (QILT) there will be a steady increase in marketing-related employment in the next five years.

Course Graduate Outcomes (GO)

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

Course Learning Outcomes (CLO)

CLO 1	Be able to identify and appropriately apply disciplinary and interdisciplinary theory and practice to a range of business situations.
CLO 2	Be competent at applying relevant technologies to extract and communicate information to solve business problems.
CLO 3	Be critical and innovative on the use of Marketing theory in commonly found business situations.
CLO 4	Be able to communicate discipline knowledge appropriately to others.
CLO 5	To demonstrate the capacity to work effectively as part of a team and display effective interpersonal communication skills.
CLO 6	Be able to solve problems using judgment drawn from analyses using methods, models and tools that are appropriate to solving Marketing problems.
CLO 7	Bring cultural, ethical, social and environmental values into consideration in their everyday business practice.

Additional Information

Assessments

A variety of assessment configurations and tasks are utilised in the Units that make up the MIHE Bachelor of Business (Marketing). These include class tests, oral presentations, video interviews, research and business report writing, group and individual tasks. Students will receive feedback throughout the semester that can help them to improve their academic performance. Each Unit has an early assessment task (weeks 3,4,5) to identify students at risk and to provide appropriate support. During the semester, assessment is distributed across the weeks for Units scheduled in that semester and year of the course (e.g. year 1 semester 1) to avoid too many assignments being due at the same time.

Type of Assessments

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

a. Written assessment tasks including assignments

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

b. Performance assessment tasks

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

c. Tests and Quizzes

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

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

c. Examinations

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

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

d. Summative Non-Examination Tasks

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

e. Group Assessments

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

f. Class Participation

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

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

Assessments must be developed to ensure the following:

- A unit outline with all essential information such as ULOs mapped to relevant CLOs, content, delivery and assessment is available to the enrolled students before they commence their studies in that unit.
- Students' achievement of the unit learning outcomes being assessed in accordance with the unit content.
- Assessments are designed based on different criteria that matches the level of complexity for the level of study and allocated credit points to the particular unit.
- Any assessment within a unit will have minimum 10% and maximum 50% weighting. Each unit must have at least two assessments. At least one formative assessment must be in the early weeks of each unit.
- Scheduled appropriately to provide students adequate time to prepare and submit the assessments.

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

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

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

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

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

assessments representing a range of grades

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

The Academic Board will decide on the timing and regularity of external peer review of assessment tasks and student work in all units. External peer review will benchmark a 10% sample that will be provided by each Unit Coordinator and which includes submissions that are graded borderline pass, mid-range and high-range grades. External peer review will be carried out by discipline experts who are teaching equivalent units.

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

Assignment Referencing

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

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

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

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

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

Assessment Submission

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

Late submission: 5% of the marks allocated for the assessment will be deducted for each day or part

thereof for which a student is late in submitting an assignment (including weekends and public holidays). Assessment tasks submitted 5 days past the due date will receive 0 marks.

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

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

Absence for In-class Assessments

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

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

Special Consideration and Assessment Extension Requests

Special considerations may be applied for in the following circumstances:

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

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

Coordinator.

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

Marking and Grading

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

Students will be awarded of marks and grades only based on merit with reference to the predetermined written assessment criteria in the rubrics. Students' marks will not be adjusted by the Board of Examiners with the exception of examinations or other final summative assessments.

Hurdle Requirement

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

Grading Matrix

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

Criteria for the Award of Grades

Grade	Results	Description
High Distinction (HD)	80% +	High distinction is awarded for an outstanding performance that provides evidence of an outstanding level of attainment of the relevant Unit learning outcomes
Distinction (D)	70 – 79%	Distinction is awarded for a superior performance that provides evidence of a superior level of attainment of the relevant Unit learning outcomes
Credit (C)	60 – 69%	Credit is awarded for good performance that provides evidence of a high level of attainment of the relevant Unit learning outcomes
Pass (P)	50 – 59%	Pass is awarded for an acceptable performance that provides evidence of a satisfactory level attainment of the relevant Unit learning outcomes

Fail (N)	<50%	Fail is awarded for unsatisfactory performance, below the minimum acceptable level. This grade characterises work which shows a significant lack of understanding of the topic or its context and is therefore unsatisfactory.
CP	<50%	Conceded Pass. Where the mark in a final unit in a course is in the range 45 49% and to be offered by exception, see conditions below.
Fail Non-submission (FNS)	<50%	Fail is awarded for non-submission of one or more pieces of assessment.
Fail (XN)	44%	Awarded where the overall grade is 50% or above, but a hurdle requirement has not been met, e.g. failing to pass the final exam.
Pass (PA)	Pass grade for a non-graded (pass/fail) Unit	Pass is awarded for an acceptable performance that provides evidence of a satisfactory level attainment of the relevant Unit learning outcomes.
Fail (N)	Fail grade for a non-graded (pass/fail) Unit	Fail is awarded for unsatisfactory performance, below the minimum acceptable level. This grade characterises work which shows a significant lack of knowledge, understanding or application of the topic or its context and is therefore unsatisfactory.
WD	Withdrawn	Awarded when a student withdraws from a Unit before the Census Date.
WDWP	Withdrawn without Penalty	Awarded when a student withdraws from a Unit after the Census Date, and when academic and/or financial penalties have not been applied due to personal circumstances such as ill health.

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

- the student has achieved a mark of45% - 49% in the unit.
- the student has submitted all marked assessment tasks for the unit.
- the unit represents the last 10credit points needed to complete the course and obtain the qualification.

Marking and Feedback

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

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

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

Assessment Reviews

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

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

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

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

Supplementary and Deferred Examinations or Assessments

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

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

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

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

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

the result in the supplementary exam is lower.

Requests for a deferred examination must be made by students in writing to the Course Director in the form of an application for Special Consideration. The Course Director will decide on a case-by-case basis whether to grant a deferred examination. Students who sit a deferred exam or assessment will get a final unit grade that reflect the mark gained in the deferred exam or assessment plus any the marks obtained for any other assessment task completed in that unit.

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

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

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

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

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

Board of Examiners

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

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

Academic Board. The report should include the identification of trends particularly where statistics suggest areas of concern or improvement.

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

- Ensure that all available grades are submitted in the required format through electronic means by the notified date.
- Attend relevant Board of Examiners meetings if requested and be prepared to respond to any queries of the Board along with any proposed amendments to final grades.

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

The Academic Board will ratify the final results and authorise the release to the students.

Assessment Appeals

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

Examination Management

Attendance at Examinations

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

Admission to the Examination Room

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

- A valid form of student identification.
- Mobile phones, electronic watches and other electronic devices being turned off (excluding

permitted examination materials such as calculators).

- All non-examination materials including mobile phones, notes, food and bags must be kept in a designated location which is not readily accessible from the student tables.
- Students may carry a clear plastic bag with writing materials and other permitted examination materials to their allocated seat.
- Students may have a single clear water bottle without labels.

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

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

Conduct of the examination

The following process must be undertaken by the examination invigilators:

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

other students or making noise that is likely to disrupt other students,

- make repeated requests to invigilators in regard to materials or bathroom breaks),
- engage in cheating or behaviour likely to involve cheating, which includes being in possession of devices that have been prohibited from the examination room (e.g. mobile phone, electronic watches or other electronic devices), speaking or communicating with another student or using materials that are not permitted in the examination.

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

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

Confidentiality and Security

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

- Ensuring student scripts and examination papers are stored securely.

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

Submitting work for Assessment

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

Academic Integrity Committee (AIC)

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

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

CANVAS

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

Course Design

The design of the Bachelor of Business (Marketing) ensures that students receive a broad education in business with a specific focus in marketing. The broad business course objectives are covered by twelve (12) compulsory business core Units. The discipline specific course objectives associated with marketing provide students with an in-depth study of marketing (vis-à-vis major). This learning is scaffolded and built through a sequence of eight (8) compulsory Marketing Units that build student's understanding, skills and application of marketing knowledge. This means a graduate will complete at least nine (9) Marketing Units in the degree (8 major Units plus Marketing Fundamentals Unit in the business core). Students may undertake a further two (2) Marketing Units as electives.

The degree comprises twenty-four (24) Units; twelve (12) core Units, plus eight (8) in the Marketing major plus four (4) electives. The table below shows all twenty-four (24) units that are required to successfully complete the course, including their prerequisites.

BUSINESS CORE UNITS

Unit Code	Unit Name	Prerequisite
MKT101	Marketing Fundamentals	Nil
MGT101	Management Fundamentals	Nil
ACC101	Introduction to Accounting	Nil
ECO101	Business Economics	Nil
BUS101	Business Communications	Nil
MGT120	Project Management 1	Nil
BUS120	Understanding, Analysing and Interpreting Information	Nil
BUS130	Technology for Business	Nil
LAW201	Introduction to Business Law	Nil
FIN201	Fundamentals of Finance	ACC101
BUS310	Data analytics	BUS120 and MKT220
BUS390	Capstone Project	Completed 16 Units

MARKETING MAJOR UNITS

Unit Code	Unit Name	Prerequisite
MKT110	Consumer Behaviour	Nil
MKT210	Advertising and Digital Marketing	MKT101
MKT220	Business Research and Marketing Insights	MKT101
MKT230	Services Marketing	MKT101

MKT240	International Marketing	MKT101
MKT350	Sales and Negotiation	Any level 2 Marketing Unit
MKT380	Branding	Any level 2 Marketing Unit
MKT390	Strategic Marketing	Completed 16 Units

ELECTIVES UNITS

Unit Code	Unit Name	Prerequisite
MGT210	Managing Innovation and Digital Transformation	MGT101
MGT220	Project Management II: Project Risk Management	MGT120
MGT230	Managing Organisations and Change	MGT101
MGT320	Project Management III: Managing Innovative Projects	MGT220
MKT250	Distribution Management	MKT101
MKT260	Not for Profit Marketing	MKT101

Course Rules and Structure

The Bachelor of Business (Marketing) can be completed on a full-time or part-time basis with the standard full-time duration of the course being three (3) years; with a maximum of 9 years available to complete the degree.

The Course consists of 12 Business core Units, 8 Marketing major Units and 4 elective Units. Each Unit has a 10-credit point weighting. Students must satisfactorily complete 24 Units.

A maximum of 10 Level 1 Units may be included in the course of study. A minimum of 5 level 3 Units must be included in the course of study. The Core plus the Major covers all the 100 and 300 level requirements; that is, it. does not matter what electives students choose they, will meet this rule.

The course is designed in a manner that allows students to begin in semester 2 of a particular year, complete the required Year 1 semester 1 Units the following year and then follow the sequence accordingly. At this stage MIHE does not plan to offer a semester 3 to fast track the course.

Course Workload

Each unit in the course will have 12 weeks of classes, the semester will also include a one- week mid-semester teaching break and a one-week Swat-Vac period and an end of semester examination week, reflecting a 15-week semester. In contrast to the current trend of speeding up the learning process. Students are expected to spend approximately 10 hours of study time per week (3 hours of face-to-face classes and 7 hours of independent study and assessment tasks) per Unit (it is estimated that students should complete a minimum of 150 hours study per Unit, including the teaching period, mid semester break, swat-vac and the exam period over the semester.

Weekly Workload for Each Unit

Weekly workload per Unit	12 teaching weeks*	3 self-study and assessment weeks**
Class time per week	3 hours	**30 hours**
Independent study time per week	7 hours	
Total workload per Unit per week	**10 hours**	

*Includes a revision week to prepare for examination week

** Mid semester break, swot-vac and end of semester examinations week

The table below shows the sequence in which units will be delivered.

Semester	Unit Codes	Unit Names
Semester 1	BUS101	Business Communications
	MKT101	Marketing Fundamentals
	ACC101	Introduction to Accounting
	BUS130	Technology for Business
Semester 2	MGT120	Project Management 1
	BUS120	Understanding, Analysing and Interpreting Information
	MGT101	Management Fundamentals
	MKT 110	Consumer Behaviour
Semester 3	ECO101	Business Economics
	LAW201	Introduction to Business Law
	MKT210	Advertising and Digital Marketing
	MKT230	Services Marketing
Semester 4	FIN201	Fundamentals of Finance
	MKT220	Business Research Methods and Insights
	MKT240	International Marketing
	Elective 1	
Semester 5	Elective 2	
	Elective 3	
	MKT380	Branding
	BUS310	Data Analytics
Semester 6	Elective 4	
	MKT350	Sales and Negotiation
	MKT390	Strategic Marketing
	BUS390	Capstone Project

Course Units Descriptions and Unit Learning Outcomes (ULOs)

Unit Code	Unit Name	Unit Description	Unit Learning Outcomes (ULOs)
ACC101	Introduction to Accounting	The aim of this Unit is for students to acquire the basic accounting knowledge and skills needed in running a business. It will focus on the ethical use of accounting information for analysis, reporting, planning, and controlling business activities. It introduces the design of management accounting systems based on double entry bookkeeping and other internal controls. Topics include contemporary financial reporting environments, financial reporting principles, accounting standards and sustainability reporting; financial analysis, cost behaviour and business planning and cost control using budgeting. The Unit examines the differences between financial accounting and management accounting and focuses on management decision making; cost-volume-profit analysis, budgeting, capital investment decisions and business financing decisions.	**ULO 1: Articulate a broad and coherent body of knowledge in accounting, showing an understanding of underlying principles and concepts of the accounting discipline as a basis for independent lifelong learning.** **ULO 2: Solve basic accounting problems.** **ULO 3: Develop an ethical perspective on the use of accounting information.**
BUS101	Business Communications	The Unit provides knowledge of the theories of business communication the importance of emotional intelligence and cultural sensitivity in communication will be highlighted. The Unit will focus on the skills needed to deal with and process information and the techniques for designing effective communications aimed at internal and external stakeholders, using various media including presentations. Business communication occurs in group settings, both in terms of its production and in terms of the stakeholders who receive it. Thus, the Unit introduces training around effective group processes. It applies all these learnings to business practice in getting key messages across clearly and effectively to target audiences using presentations and other media.	**ULO 1. Design effective communication approaches aimed at internal and external stakeholders.** **ULO 2. Deliver effective presentations and reports.** **ULO 3. Develop an understanding about working in groups.**
BUS120	Understanding, Analysing and Interpreting Information	The Unit focuses on gaining knowledge and understanding of the wealth of business information that is available. It looks at how these data are collected, how they are cleaned ready for use, how they are analysed and then how the analyses are applied to business problems in marketing, sales, analytics, accounting, finance, economics and supply chain management. It also introduces basic business statistics useful in analytics, marketing and business research. The main tool for working with and applying data is the Microsoft Excel Program.	**ULO 1. Understand how business uses, models and analyses a range of business data.** **ULO 2. Analyse a range of business data using modelling, statistical and analytical techniques.** **ULO 3. Communicate the outcome of Business data analyses in a way that is useful to Business.**

BUS130	Technology for Business	This Unit introduces students to the nature, role and benefits of information systems in businesses and how they can assist in management decision making. It also examines business intelligence, cloud computing, e- commerce, enterprise systems, mobile computing, strategic planning, systems acquisition and management of information systems. The Unit introduces cultural, security, privacy and ethical aspects of business information systems. It also provides practical skills by using spreadsheets and database tools. The Unit will explore the challenges and risks of computer crimes, hacking, and cyberterrorism as well as the most current research on big data, analytics, and global IS and social networking. It also discusses how information systems can increase profits and reduce costs as they explore artificial intelligence, change management, data governance, environmental concerns, Internet of everything, Internet censorship and net neutrality and virtual teams.	**ULO 1. Articulate the nature, role and benefits of information systems in businesses and how they can assist in management decision making.** **ULO 2. Communicate how different aspects of business technology, processes, e- and m- commerce models and their data can be used by organisations.** **ULO 3. Apply information systems skills to solving business problems.**
ECO101	Business Economics	This Unit introduces students to the fundamental role that economics plays in business decision making. In the current era, intense competition, globalisation, technological progress, frequent disruptions in the business cycle have become a new norm. The Unit covers core microeconomic and macroeconomic principles involving variables, such as economic growth, business cycles, competition, pricing, inflation and employment. This understanding will be deepened by students working through practical examples of real-life economic issues so they develop their economic decision-making skills. Using a variety of economic tools, teamwork, and strong economic fundamentals, students will apply their skills to business decision making.	**ULO 1. Demonstrate an understanding of the underlying principles and concepts in economics as a basis for independent lifelong learning.** **ULO 2. Demonstrate economic decision-making skills.** **ULO 3. Apply economic knowledge and skills in diverse business decision making contexts.**
MGT101	Management Fundamentals	The aim of this Unit is to enable the student to gain knowledge of management functions and practices of contemporary business by examining the roles and responsibilities of a manager. Key models and frameworks of management are considered and so students can learn how culture, diversity, and ethics influence decision- making in business and management practice. Particular emphasis is placed on the management skills in the key elements of planning, organising, directing, coordinating and controlling. These skills are then applied to management decision making tasks and the work performed by groups in a business.	**ULO 1. Identify and apply the underlying management principles and concepts in business.** **ULO 2. Apply theoretical knowledge and skills in management to authentic business contexts and demonstrate the ability to manage and contribute effectively in a team environment.** **ULO3. Identify and describe cultural competency, ethical, social and environmental responsibilities in management decision**

			making.
MGT120	Project Management I	Project management is the practice of initiating, planning, executing, controlling and closing the work of teams to achieve predetermined goals within an established timeframe. Furthermore, the goals need to be accomplished within given constraints. The main objective of this Unit is to introduce students to the core Project Management principles, tools and patterns that are essential for ensuring that projects are completed successfully.	**ULO 1. Coherently discuss the broad principles and concepts of project management in a way that forms a base of knowledge that the student can build on for lifelong learning.** **ULO 2. Identify the technologies that are typically deployed to manage projects, including tools to plan, communicate and evaluate the progress of projects.** **ULO 3. Point out cultural, ethical and environmental norms and how project managers react to and address these concerns in their professional practice.**
MKT101	Marketing Fundamentals	This Unit introduces the fundamental elements and principles of marketing. It explores the relationship of marketing to other business functions, as well as its place in the world. It provides an overview of the role of marketing in a dynamic business environment and how businesses use principles of marketing to understand and meet customer needs and achieve their own business goals. This Unit provides the foundation knowledge and skills for a marketing major and also covers the broad scope of marketing applications.	**ULO 1. Articulate a broad and coherent body of knowledge of the underlying principles and concepts that are fundamental to the Marketing discipline as a basis for independent lifelong learning.** **ULO 2. Apply marketing knowledge and skills to a basic Marketing task.** **ULO3. Take into account cultural, social and environmental sensitivities in developing marketing applications.**

MKT110	Consumer Behaviour	Understanding how consumers think, feel, and respond to a business' marketing offering and the world around them is essential for crafting effective business and marketing strategies. Consumer behaviour, and more generally buyer behaviour, is a study of consumption related behaviour in individuals, households, and business organisations, and the factors that predict their behaviour. This Unit encompasses behavioural concepts and theories relating to consumer behaviour and the consumer decision making process. The Unit includes material drawn from psychology, anthropology, social and behavioural sciences within the framework of the consumer decision process and its main influencing factors. It develops students' consumer marketing skills and their ability to apply them in business contexts.	**ULO 1. Describe and explain the framework for understanding the way consumers think, feel and act in a Marketing context.** **ULO 2. Communicate how consumer and buyer behaviour operates in households, business organisations, and for individuals.** **ULO 3. Apply their skills to a consumer marketing project.**
FIN201	Fundamentals of Finance	Without proper financing, business cannot function. All areas of a business contribute both to the cost of running the business and to the revenues it generates. Th Unit aims to introduce students to the fundamental concepts of finance and applications of these to business decision making. It builds on the basic financial literacy introduced in ACC101. Through studying this Unit, students will develop important skills in financial analysis. Topics covered include the role of a financial manager, profit vs. wealth maximisation, risk and return, valuation of cash flow, capital budgeting, financial statement analysis, capital structure, capital budgeting, and dividend policy. Building on practical examples from the financial markets, students will develop an understanding of the application of financial tools and apply these to judging market trends,	**ULO 1. Broadly explain the fundamental concepts of finance.** **ULO 2. Articulate an appreciation of financial analysis tools and technologies that are commonly used by businesses for support decision making.** **ULO 3. Work together with others in the application of basic finance theories in business decision making.**
LAW201	Introduction to Business Law	This Unit aims to introduce students to the Australian legal system and to the legal principles relevant to business commercial relationships and regulations. It is designed to provide students with a broad knowledge and understanding of how the laws apply to ordinary commercial transactions. It explains the Australian legal system and business structures, an overview of the law of torts, negligence, contracts, consumer law, insurance law, property law and the law of agency.	**ULO 1. Identify the basic components of the Australian legal system and legal principles relevant to business, commercial relationships and regulations.** **ULO 2. Broadly understand and appraise how Australian laws apply, including case law, to business structures, torts, negligence, contracts, consumers, insurance, property and agents.** **ULO 3. Show how the same legal framework can apply to situations that are ethically, socially and environmentally diverse.**

MGT210	Managing Innovation and Digital Transformation	Innovation and Digital Transformation examines how the application of emerging technologies and innovative business practices transforms marketplaces across industries. In the light of the rapidly changing business environment, it is essential to be able to identify and embrace the innovative ideas as well as to be able to utilise them proactively within the Business Operations managed. The main objective of this Unit is to introduce students to innovative business processes and business technologies and to explain how these processes and technologies can be applied to business improvement.	**ULO1. Discuss the theories and thinking that drive innovation and transform market facing aspects of business.** **ULO 2. Identify the emerging technologies and innovative business practices that are transforming marketplaces.** **ULO 3: Develop a plan for the introduction of a new to the business E-Commerce technology**
MGT220	Project Management II: Project Risk Management	Project Risk Management involves planning the approach, identifying and analysing project risks, response planning and implementation, and ongoing monitoring of the risks. The main objective of this Unit is to introduce students to the core Project Risk Management principles, tools and patterns that are essential for ensuring that the Project Risks are identified and managed effectively.	**ULO 1. Identify the relevant core models and frameworks that are appropriate to identify and assess different types of risks that represent threats to an organisation.** **ULO 2. Communicate the intended responses to specific risks that affect an organisation in a calculated and planned manner.** **ULO 3. Use relevant frameworks to consider the effect of risk management measures on different communities in terms of their wellbeing.**
MGT230	Managing Organisations and Change	This Unit examines the role of change in the management of organisations. It is designed to provide students with a broad understanding of the nature and processes of organisational change. It focuses on technological, administrative, and process innovation as well as on contemporary techniques and procedures used to understand, initiate, plan, and implement change.	**ULO 1. Critically discuss the major theories that underpin the management of change in organisations.** **ULO 2. Identify appropriate ways to narrate organisational change agendas to the affected internal and external agents.** **ULO 3. Draw upon change management literature to design ethical change interventions.**

MKT210	Advertising and Digital Marketing	This unit examines advertising and digital marketing with particular emphasis on the role and evolution of digital technologies and the way customers use digital media. This unit will explore and consider implications of digital technologies on the way advertising, marketing material and social media content is produced, managed and accessed. This will include the targeting, segmentation, positioning, price, place, product and promotional issues related to communicating about brands and products to desired target audiences. It especially emphasises the integration of media and tools to drive messaging to help the firm achieve its customer attitude, buyer behaviour and financial objectives.	**ULO 1. Discuss the role and evolution of digital technologies and the way customers use digital media in a marketing context.** **ULO 2. Explain the implications of digital technologies on the way advertising, marketing material and social media content is produced, managed and accessed.** **ULO 3. Evaluate marketing messages and clearly articulate improvements for the integrated marketing communication tools and material to meet stated marcomm objectives.**
MKT220	Business Research and Marketing Insights	This unit demonstrates the important role of business research in developing business, market and consumer related insights for strategic decision making. In this unit, the research process will be examined in detail including methods for collecting and analysing data. A key focus will be on designing a research project. The unit will provide a conceptual and practical base to further studies in Marketing and business analytics.	**ULO 1. Synthesise information from the academic and business literature to derive relevant market and consumer related insights.** **ULO 2. Communicate the appropriate research methods to produce insights that can aid Marketing decision making.** **ULO 3. Conduct a small-scale research project to gain insight into new research questions that arise as markets evolve.**
MKT230	Services Marketing	Services Marketing examines the differences between the marketing of goods and services and extends the traditional strategic marketing mix to include additional elements appropriate to the distinct features of services. This Unit aims to provide students with a comprehensive review of current theory and practice in services marketing. The distinctive needs of service industries for marketing planning and strategy will be explored in detail, as will customer relationship management. Challenges such as maintaining service quality and handling customer complaints will be considered, as well as the impact on services of information technology and globalisation. To achieve this aim, we will examine cases from commercial and not for profit organisations including banking, transportation, hotels, tourism, hospitals, education and professional services such as accountancy,	**ULO 1. Explain the differences between product and services marketing.** **ULO 2. Recommend appropriate planning frameworks, service technologies and the associated strategies that pertain to service driven organisations.** **ULO 3. Utilise customer relationship management principles to maintain service quality through the use of service recovery strategies that are tailored appropriately to ethical, social and other**

		engineering, and management consultancy.	**considerations.**
MKT240	International Marketing	The purpose of this unit is to examine the key elements in the formulation and implementation of international marketing strategies. The unit analyses the stages through which a firm moves in formulating its global strategy i.e. initial entry; local market expansion; and global rationalisation. The formulation and implementation of strategy is discussed within the context of increasing interdependence of country markets and regional market integration. Students will also learn how to assess appropriate global opportunities by examining in depth the intricacies of marketing in a global context and apply these learnings to an international marketing plan.	**ULO 1. Appropriately formulate elements of international marketing strategy for purposes of market entry, market expansion or global market rationalisation by a firm.** **ULO 2. Adapt marketing mix elements to foreign markets by considering the interdependence of country markets and increasing regional integration that affect the way markets operate.** **ULO 3. Account for the effects on a firm's marketing strategy that originate in culture, society, language, government and legal systems.**
MKT250	Distribution Management	This Unit presents an integrated approach to distribution strategy, retail channel management, and related aspects of logistics. Distribution involves the creation of product and service availability through marketing channels, retailing involves the management and Marketing of assortments of merchandise for direct sale to the consumer, and logistics involves the creation of targeted levels of customer service through the distribution system. The Unit examines distribution activities, the unique characteristics of retail marketing, and the strategic aspects of logistics. Logistics decisions in marketing concern setting and managing appropriate levels and allocations of stock, levels of delivery service, and levels of associated physical distribution services to achieve marketing and distribution objectives both nationally and globally.	**ULO 1. Explain the basic frameworks used in distribution strategy, retail channel management and related aspects of logistics.** **ULO 2. Recommend ways to manage channel information flow, supply chain members and external stakeholders.** **ULO 3. Effectively communicate effectively distribution channel strategies that are appropriate for existing and emerging types of supply chains.**

MKT260	Not for Profit Marketing	Traditionally, Marketing has been viewed as a means of revenue and profit generation for commercial organisations. This Unit introduces the challenges of marketing in the non-profit sector. The Unit will build upon an understanding of marketing principles to further explore marketing functions in a not for profit environment. Not for profit and government agencies often provide complex products and services, and market social causes that must satisfy multiple stakeholders, competing objectives, and public scrutiny. This Unit will examine the role and application of marketing to promote social change and to achieve social goals for not-for-profit organisations including government, charities, social programs and ideas, health, education and the arts.	**ULO 1. Articulate the 10 Stage Model for designing non-profit marketing plans.** **ULO 2. Adapt mainstream marketing theories to promote social change.** **ULO 3. Apply these skills in designing and communicating a non-profit marketing plan that is sensitive to social and cultural issues.**
BUS310	Data Analytics	Businesses can leverage data to improve competitiveness, the customer experience, internal processes and decision making. Successful companies are investing heavily in data analytics capabilities. These skills are a requirement for every industry and all sectors. The Unit introduces concepts, technology, and practical applications to the field of data analytics. Students will learn the main methods of quantitative and computational analytics and gain an overview of the technologies for sourcing data, performing data analytics, and producing results. In so doing they will develop a critical understanding of the concepts of data driven business opportunities and be able to discuss applications in a business context. Through studying this Unit, students will experience the practical implications of data strategy, data mining, data modelling, and communication in solving real world problems.	**ULO 1. Apply quantitative and computational analytic methods to data drawn from business contexts.** **ULO 2. Relate and recommend the relevant technologies for sourcing data, performing data analytics to produce use and communicate information that helps in making business decisions.** **ULO 3. Communicate specific data management and analyses schemas to colleagues in the process of solving problems.**
BUS390	Capstone Project	This Unit builds on the knowledge gained from previous Units by having students solve a real business problem. Students will be provided with a live business issue which they are to address as a group of consultants. Each project will require the team to do significant background research on the technical, Marketing or Business issues involved. Students will be placed into teams and briefed by an industry partner on a project. Students will develop the project, prepare a report and present it back to the industry partner. The Unit will allow students to experience group processes, conduct an industry project, then reflect on the learnings they have gained.	**ULO 1. Apply and adapt knowledge and skills in diverse contexts to solve a real business problems.** **ULO 2. Analyse business research and information in order to solve business problems.** **ULO 3. Present a clear, coherent and independent exposition of knowledge and ideas to a work group in order to solve a complex Business problem involving multiple stakeholders and pressure points.**

			ULO 4. Work as a leader or member of a team that solves a business problem in a timely fashion. **ULO 5. Deal with a business problem in a way that takes account of ethical, social, environmental and regulatory issues.**
MGT320	Project Management III: Managing Innovative Projects	Managing Innovative Projects examines how the application of information, creativity and proactive approaches to Project Management can be instrumental in improving business performance. The main objective of this Unit is to introduce students to innovative approaches in Project Management, types of innovation and innovative tools and processes. They will apply these skills to a business project.	**ULO 1. Implement different types of innovation and quality improvement frameworks in an organisational setting.** **ULO 2. Design communication feedback cycles that facilitate the generation of continuous and disruptive innovation.** **ULO 3. Contribute positively as part of an innovation focused team that solves business process problems.**
MKT350	Sales and Negotiation	The purpose of this Unit is to introduce students to the world of selling. This Unit will cover the sales process and customer account management by covering different theories of selling and negotiation. These will focus on the relationships between buyers and sellers and will analyse these interactions in order to develop communications that suits the buyer. This identifies the buyer's problems, positions your product as a potential solution to the problems, manages the buyer's expectations and creates value for the customer. Students will learn the theories needed to handle key accounts, personal selling, portfolio and client management, relationship development and negotiation, sales strategies and sales forecasting. This will enable students to develop an understanding of the role of the salesperson and account manager and apply this to a business simulation.	**ULO 1. Synthesise the theories used to handle key accounts, personal selling, and negotiation.** **ULO 2. Demonstrate the ability to plan and lead the management of a portfolio of products or clients.** **ULO 3. Evaluate relevant ethical and legal considerations in an impartial way for complex selling and negotiation scenarios.**
MKT380	Branding	This Unit introduces students to the concept of brand building. Building a sustainable brand management strategy is fundamental to the success of a business, and its product and services. This Unit introduces new ideas and concepts and is structured around developing a sound understanding of how to build, measure and manage brand equity. The Unit is designed to allow students to explore and apply fundamental brand management and marketing concepts to different branding contexts. Students will also apply the branding concept to themselves and communicate their brand using appropriate	**ULO 1. Appropriately apply the concepts of brand building towards growing and sustaining the equity of an organisation's brand.** **ULO 2. Use brand theory to diagnose how consumers perceive a brand and subsequently design a strategy to improve the brand's perception.**

		technological tools.	**ULO3. Develop a personal brand using the branding frameworks contained in this Unit.**
MKT390	Strategic Marketing	Strategic Marketing is the capstone Unit for students majoring in Marketing. Strategic Marketing is a key driver of organisational performance through creation, communication, and delivery of superior customer value by leveraging a firm's capabilities to gain and sustain a competitive advantage. In this Unit, students will learn how to develop a coherent and comprehensive marketing strategy for a strategic business Unit by applying advanced strategic Marketing tools and techniques, as well as revisiting, integrating and applying Marketing concepts they have learned in other Marketing and Business Units. They will also practice selecting the right Marketing concepts, frameworks and model(s) to analyse a business situation and apply results to solve a strategic marketing problem. Through this process, they will use their analytical skills and knowledge of Marketing and Business concepts to make informed strategic decisions.	**ULO 1. Employ Strategic Marketing concepts to appraise a firm's capabilities and to leverage these to improve marketing performance.** **ULO 2. Communicate effectively to marketing decision makers the outcomes of a strategic marketing review.** **ULO 3. Organise and work effectively in a team as part of the strategic market planning process.** **ULO 4. Use the knowledge and skills gained from the Marketing major to advance evidence- driven strategic Marketing decisions.** **ULO 5. Deal with marketing problems in ways that take account of ethical, social, environmental and regulatory issues.**

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In Emergency:

- Police, Ambulance and Fire: 000
- Doctors and Health Services: 1800 022 222
- Help in an Emergency - Services Australia: www.servicesaustralia.gov.au