

COLLEGE OF HEALTH AND BIOMEDICINE

Online Facilitator Guidelines

SP5 2019

Online



Table of Contents

Acknowledgement of country	- 3 -
Responsibilities of Online Facilitators	- 4 -
Roles and Expectations in the Postgraduate Nursing Course (Online).....	- 6 -
Escalation process.....	- 7 -
Support Available to VU Online Students (where to direct students for service).....	- 8 -
Work Within the Limitations of Your Role	- 9 -
Using VU Collaborate	- 9 -
Assessment	- 10 -
Student Administration Responsibilities	- 11 -
Short Extensions.....	- 11 -
Special consideration	- 11 -
TIPS FOR STUDENTS APPLYING.....	- 12 -
VU Online moderation and grading guidelines.....	- 13 -
Moderation	- 13 -
Assessment 1	- 14 -
Assessment 2	- 14 -
Assessment 3	- 14 -
Moderation procedure.....	- 15 -
Release of Marks to students.....	- 16 -
VU Online Academic Calendar: 2019, 2020 & 2021	- 17 -
Issue, Problems or Complaints	- 20 -
Important Student/Academic Policies	- 20 -
Library	- 20 -
Appendix A: Online Facilitator Feedback.....	- 21 -
Appendix B: Instructions for Moderation	- 22 -
Appendix C: Educative response to Breaches of Academic Integrity	- 23 -
Appendix D: Sample Assessment Feedback Responses	- 25 -
Assessment 3: Case study.....	26
Sample Response	29
Appendix E: Student Services Quick Reference Guide	32

ACKNOWLEDGEMENT OF COUNTRY



Victoria University acknowledges, recognises and respects the Elders, families and forebears of the Boonwurrung and Wurundjeri of the Kulin who are the traditional owners of University land.

RESPONSIBILITIES OF ONLINE FACILITATORS

Victoria University expects all Online Facilitators to follow the highest standard of professional conduct. Whether classes are delivered by sessional staff or ongoing academic staff, the priority of the College is to deliver high quality teaching and learning support for our students.

Online Facilitators are expected to undertake and pass the Compliance Training Modules on VU Collaborate:

- Academic Sessional Induction
- Bullying Prevention
- Disability Awareness
- Eliminate Workplace Discrimination and Harassment
- Appropriate Workplace Behaviour Policy

Online Facilitators are expected to meet the following requirements of the College:

- Ensure students receive timely feedback that supports their further learning on the discussion board forums
- Assess all student work according to the timelines outlined in this guide
- Attend all required online facilitation activities at the allocated/scheduled time (this does not include the office hours of Online Unit Facilitators or optional seminars).
- If unable to attend, please advise your Online Unit Coordinator via phone, text message or email in a timely manner.
- Ensure students adhere to health and safety requirements specific to any learning space. Even though you are facilitating online, you must be aware of the VU [Health Safety and Wellbeing Policy](#).
- Familiarise yourself with relevant aspects of the unit (learning outcomes, graduate capabilities, assessments, teaching and learning activities, unit content and VU Collaborate). If anything is unclear, please contact the Unit Coordinator immediately for clarification.
- Support teaching and learning activities. Note some of these activities might be student or self-directed.
- Record student attendance for each class, where applicable.
- Be accessible to the Online Unit Coordinator to facilitate communication on a regular basis, e.g. access and respond to email messages on a daily.
- Only use the VU email account or the email facility in VU Collaborate for all email communication with students. Students are advised that the University will only communicate with their VU email address.
- Keep a log of each phone call made to students that includes the date, time of call and duration of call and theme of calls.
- Provide feedback on the online facilitating experience to the Online Unit Coordinator and the Online Academic Director at the end of each semester regarding your experience of the Unit using the form in Appendix A.

- Participate in the University's processes for formal [Student Evaluation of Teaching](#) (SET) and [Student Evaluation of Unit](#) (SEU) and engage with feedback about your own unit facilitation.
 - Students are asked to provide feedback about individual Units of Study via the 'Student Evaluation of Units' (SEU) and 'Student Evaluation of Teaching' (SET) surveys. Information about the SET and SEU surveys can be accessed on INFOVU (access via MyVU Portal <https://myvuportal.vu.edu.au/>).
- Surveys are completed by students near the end of each study period.
- Survey reports can be accessed via <https://vusurveys.vu.edu.au/reports/> Use your AD User Name (*e1234567*) and your Password to gain access.

ROLES AND EXPECTATIONS IN THE POSTGRADUATE NURSING COURSE (ONLINE)

The Postgraduate Nursing Course (Online) has 3 levels of support. Each student has an appointed Student Success Advisor (SSA) that follows them in every unit throughout the course. Then in each unit they will have an Online Unit Facilitator and Online Unit Coordinator. The Online Unit Coordinator is supported by the VU Online Learning Designer, Contracts Manager and the Online Academic Course Coordinator.

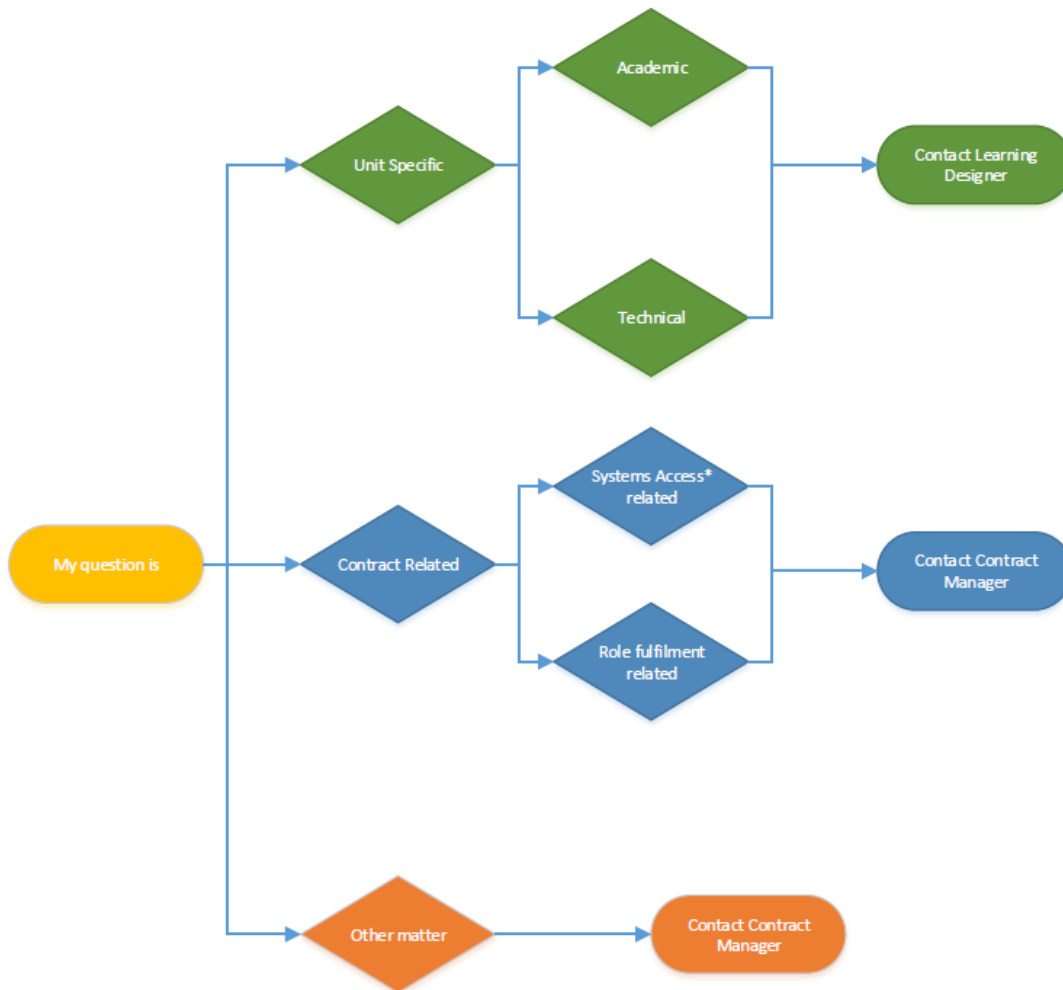
Roles and Responsibilities	
Online Unit Coordinator	Online Academic Course Coordinator
<ul style="list-style-type: none"> Oversee unit curriculum Read/check unit guide to ensure key dates for each offering are correct Ensure consistency of learning outcomes for students undertaking the same unit regardless of mode or campus location Ensure assessment and moderation is in line with VU Assessment for Learning - Moderation and Validation Procedure (HE) Serve as a mentor and coordinate messages or announcements to VU Online Facilitators as the Unit is delivered Insure the VU Student Complaints Resolution Procedure is followed in the case of a complaint Staff and coordinate weekly office hours Triage and respond to academic misconduct cases following the VU Academic Integrity Policy Approve or deny extensions 5 days or less (and sending response on it within 1 day) Approve or deny special consideration Provide feedback (positive and constructive) about unit facilitation staff Escalate all unit related issues to the Learning Designer who will triage as necessary Follow the Staff Issue and Complaint Resolution Policy 	<ul style="list-style-type: none"> Oversee full online delivery of the program Communicate roles and responsibilities to Online Coordinators and ensure they are resourced to deliver against standards and adhere to all VU Policies Share VU Online's feedback and updates with Unit Coordinators and College of Business staff Act as primary contact for escalation for unit related extensions, marking and delivery issues (including complaints) Work with VU Online to confirm course carousel Escalate all unit related issues to the Academic Director and appropriate College Staff member Follow/uphold the Staff Issue and Complaint Resolution Policy

For general advice, degree planning, enrolment and general non-academic advice and support, Facilitators direct students to their VU Online Student Success Advisor.

Students can find out more about increasing employability through our [careers service](#) and VU's [job-ready program](#), as well as [other opportunities in your course](#), such as leadership and volunteering programs, placements or study abroad.

ESCALATION PROCESS

As an Online Facilitator, your primary contact will be with the Contracts Manager and Learning Designer assigned to your unit. The following flowchart outlines the escalation process at VU Online.



*Staff eNumber and VU email address setup, MyVUPortal access

SUPPORT AVAILABLE TO VU ONLINE STUDENTS (WHERE TO DIRECT STUDENTS FOR SERVICE)

VU has a range of services available to assist students throughout their studies and to help them get the most out of university life. A Student Services Quick Reference Guide with useful links is attached in Appendix C.

VU Online Student Success Advisors (SSAs) are students' first point of contact for all non-academic matters. Please direct students to this resource for any non-academic matters. Online Unit Coordinators will do the same. The VU Online SSAs provide personalised advice regarding degree pathing, unit selection and enrolment as well as connect students with a range of student services outlined below for further support:

- [Student advising for success](#)
- [International student support](#)
- [Learning advice](#)
- [Financial advice](#)
- [Housing & accommodation](#)
- [Counselling](#)
- [Disability & accessibility services](#)
- [Health advice](#)
- [Student Advocacy](#)
- [Welfare services](#)
- [Integrity Office](#)

Online Unit Coordinators and Online Unit Facilitators can direct VU Online students to make an appointment with one of the VU Online SSAs or just contact directly as needed. They are available via email, web conference or over the phone 9:00 AM – 5:00 PM (AEST). Each student will have a specific Student Success Advisor assigned to them, but the general information below is the team contact information if students are unsure of their SSA contact details.

- Email: nursingsupport@vu.edu.au
- Phone: TBD

Note, that VU also offers face-to face availability for students that do want to meet with someone in-person. VU face-to-face Student Advisors can be located at VUHQ. More information can be found here: <https://www.vu.edu.au/current-students/campus-life/advice-support>.

WORK WITHIN THE LIMITATIONS OF YOUR ROLE

Use the Victoria University systems and policies to explain to students why you are unable to act on a particular request. Refer students appropriately. Some examples are:

- Respond to disruptive student behavior as it unfolds to ensure that the learning of others in the class is not disadvantaged. Refer ongoing or escalating issues to the Unit Coordinator.
- Any changes to marks must be referred to the Online Unit Coordinator. This ensures that the relevant processes of assessment moderation, and ratification of results, are adhered to and advises students of the formal process to be followed for appeals.
- Any alternative or supplementary assessments must be set by the Online Unit Coordinator.

USING VU COLLABORATE

Effective use of the VU Collaborate unit spaces includes:

- Invite participation and provide class-wide guidance through the 'push' technology of announcements
- Contextual resources posted or shared to help students make effective and efficient use of academic tools and library resources as needed (i.e. "ask the librarian.")
- Actively facilitate discussions in a timely matter (providing a response within 6-8 hours if no one else has responded to the study post, and ensuring all discussion threads are addressed appropriately the same day)
- Prompt students to think differently and articulate "why" they recommend, not just "what" they recommend
- Encourage questions about the assessments to be posted to VU Collaborate – this will usually be done via a general discussion forum so that you are not answering the same question multiple times.
- Stimulate peer feedback and peer learning

ASSESSMENT

The importance of assessment 'as', 'for' and 'of' learning.

- Discuss the roles of the assessments and their alignment within the subjects
- Discuss expectations with reference to task descriptions, rubrics and exemplars
- Discuss how students can approach the assessments
- Raise awareness of academic support opportunities available to all VU students. Direct students to [Academic Study and Support](#), [Learning Advice](#) and [Learning Hubs: study advice & career guidance](#)
- Provide timely, appropriate and effective feedback
- Discuss and address ways to avoid plagiarism and collusion. Ensure students are aware of the importance of academic integrity and draw their attention to the [Academic Integrity Tool](#) (check with the Online Unit Coordinator to find the location of this tool in your VU Collaborate space). This will help students to avoid plagiarism and collusion
- Consider using audio and video feedback, along with print feedback on VU Collaborate
- Become familiar with essentials about assessment as included in the Unit Guide, and as documented in VU policies and procedures. The VU Policy Library is located at <https://policy.vu.edu.au/>.

STUDENT ADMINISTRATION RESPONSIBILITIES

Please see the following Policy, [Assessment for Learning - Adjustments to assessment procedure \(HE\)](#). While the Online Facilitator is not able to grant short extensions or special consideration, he/she/they must be aware of VU's policy to provide students with advice in the case the students ask for extensions or special consideration. It is imperative that the Online Facilitator directs students to the policies, resources and procedures below.

SHORT EXTENSIONS

Students can apply for short extensions of time (maximum five (5) working days) for assessments through their College [Course and Unit Administrator \(CUA\)](#) and 'cc' you as the Online Unit Facilitator and The Online Unit Coordinator.

Students must send the [application for short extension for submission of assessable work](#) to their CUA at least **one (1) working day** before the assessment due date.

Short extensions may be granted for:

- unavoidable work commitments
- family, cultural, religious or elite sporting commitments known in advance
- other unexpected circumstances outside a student's control.

VU Online recommends that the student attaches documentary evidence such as a letter or medical certificate from a relevant authority (e.g. employer, doctor).

The CUA will notify the student within 1 working day of receipt of the application as to whether the extension has been granted or not. Students seeking a short extension should be advised to submit the work to their Unit Facilitator as soon as they can to minimise deduction of marks if the short extension is not granted.

If the short extension is not granted by the CUA, the student may request that decision be reviewed by the Unit Coordinator. The request for review must be made within one working day of the student receiving notification of the decision of the CUA. The Unit Coordinator will consider the student's case and determine whether a short extension should be granted or denied. The decision needs to be communicated to both the student and CUA within one working day.

For extensions of more than five (5) working days, or short extension applications after the deadline, the student is required to submit a **special consideration application**.

SPECIAL CONSIDERATION

Special consideration is available if unexpected circumstances affect students' ability to complete an assessment, or if they need an assessment extension longer than five (5) working days. Students may be eligible to receive special consideration for:

- assignments
- portfolios
- presentations

Applying for special consideration

When applying for special consideration, students will need to complete the following steps before [submitting a special consideration application form.\(external link\)](#) to MyVU (students need to be logged into the system)

1. [Check that you are eligible](#)
2. [Gather your supporting documentation](#)
3. [Complete a special consideration application](#)

TIPS FOR STUDENTS APPLYING

Categories that describe a request for special consideration

- Confidential personal situation
- Death of immediate family member
- Family trauma or crisis
- Medical or illness
- Personal circumstance
- Personal trauma or crisis
- Other reasons (please specify)

Late applications for special consideration

If students were unable to submit a special consideration application before the deadline, and there were exceptional circumstances that prevented them from lodging in time, their application may still be approved if the student:

- Writes a letter (between a half and a full page in length) describing the exceptional circumstances that caused your application to be late.
- Applies for special consideration online and upload this letter, along with supporting documentation.

Students can [Contact Student Advocacy](#) if they would like further advice as to whether their circumstances may be considered exceptional.

VU ONLINE MODERATION AND GRADING GUIDELINES

MODERATION

Moderation of each online unit's assessment must happen within 24 hours of the submission date. This is because the marking turn-around for students' grades needs to happen quickly.

- The Online Unit Coordinator will schedule and conduct each Moderation Meeting by 12 noon on the Tuesday after each assessment is complete. The ideal time for the Moderation Meeting is Monday evening after 7PM Australian Eastern Standard Time (AEST).
- The Online Unit Facilitator must assess the 4 sample tasks before the Moderation Meeting.
- The Online Unit Facilitator and Online Coordinator must attend the Moderation Meeting, compare and discuss their assessment of the anonymised tasks and engage in a robust calibration meeting to ensure they are applying the marking criteria equitably.
- As a soon as a fail (N) or High Distinction (HD) is awarded, the Online Facilitator must send the task to another Online Facilitator to double mark the task. In the case that there is a discrepancy between the 2 Online Facilitators, the Online Coordinator, will act as a third marker and lead a calibration meeting.

The Online Unit Coordinator will send anonymised samples of each assessment on the weekend or first thing Monday morning before 10 AM with the moderation instructions for new units run for the first time. For repeat units, the assessments for moderation will be sent by CoB on the Friday before the first assessment is due (using samples from a previous iteration, but providing new samples if there are repeat tutors and if the assessments remain unchanged.)

- It is important to personalise responses to students and provide comments via a letter format (e.g. Dear Student Name and Sincerely, Your name at the end). Good practice is to first refer to what students did well, and then highlight areas for improvement. See sample responses in Appendix D
- Refer students to the rubric for feedback on specific elements of the task. There is no need to repeat what is in the rubric. The rubric appears directly under your comments in VU Collaborate when the students receive their marks.

Assessment 1

The turnaround for Assessment 1 is 4 days by the Online Facilitators. This is to ensure in students receive feedback on Assessment 1 before the Census date on the Friday of Week 2.

- All marking for Assessment 1 must be finalised by the Online Unit Facilitator(s) and Unit Coordinator by 4 PM on the Friday of Week 2 (or before if possible) so that the results can be released to students before close of business (CoB) on Friday. This includes double and triple marking.
- As soon as the marks for Assessment 1 are finalised, the Online Unit Coordinator informs VU Online via email (ana.yap@vu.edu.au and chris.walsh@vu.edu.au) to review. Then VU Online releases the marks to students.

Assessment 2

For Assessment 2 the turnaround time is 6 days.

- All marking for Task 2 must be finalised by the Online Unit Facilitator(s) and Unit Coordinator by 11:59 PM on the Sunday of Week 5 (or before if possible) so that the results can be released to students on Monday. This includes double and triple marking.
- As soon as the marks for Assessment 2 are finalised, the Online Unit Coordinator informs VU Online via email (chris.walsh@vu.edu.au) for review. Then VU Online releases the marks to students.

Assessment 3

- All marking for Assessment 3 must be finalised by the Online Unit Facilitator(s) and Unit Coordinator by 11:59 PM on the Sunday following Week 6 (or before if possible) so that the results can be released to students on Monday. This includes double and triple marking.
- As soon as the marks for Assessment 3 are finalised, the Online Unit Coordinator reviews the marks to students and sends an email to the Academic Director of VU Online to confirm this task has been completed. The Academic Director then publishes the marks.

The assessment deadlines are non-negotiable and part of the VU Online's brand identity. The online moderation and calibration meeting needs to happen before the Online Unit Facilitators begin marking students' assessments.

- The Online Unit Coordinator **ensures** the appropriate moderation of assessment items across the course.

MODERATION PROCEDURE

For each assessment, the Online Unit Facilitator:

1. Reviews the assessment in the Unit Guide, the criteria and the rubric.
2. Assesses the 4 student assessment representative of different grades (HD – N) sent to him/her by the Unit Coordinator on the Monday after the assessment is due on the Sunday (all 3 assessments are due on Sunday evening by 11:59 PM AEST). See Appendix B for a sample
3. Attends a Moderation Meeting (the Monday/Tuesday following the assessment due date – see calendar) via Zoom or Skype and will receive:
 - a. Instructions for moderation, the Assessment Description and the Rubric
 - b. A meeting agenda
 - c. 4 anonymised student assessment representative of different grades (HD – N)
4. Moderates the 4 assessments using the rubrics in advance of the Monday/Tuesday Moderation Meeting. There are sample responses in Appendix D.
5. Attends the three moderation meetings. During the meetings, the Online Unit Coordinator is responsible for ensuring the assessment in the course reaches consensus about levels of student performance in relation to a set of agreed standards. Moderation enables judgments made by different staff involved in assessing student performance to be compared and either confirmed or adjusted (calibration).
6. After the moderation meeting, the Online Unit Facilitators will assess all student assessments by the Friday of Week 2 (census) by 4 PM or 6 days by the Sunday (11:59 PM) of Weeks 4 and 6 (Assessments 2 and 3). There are sample responses in Appendix D that let you know the requirement and calibre of the response required.
7. If a Fail (N) or High Distinction (HD) is awarded, the Online Facilitator must alert another Online Facilitator and request a second mark be conducted. The second Online Facilitator double marks the task and if the grade is confirmed, adds his/her/their feedback into the student's feedback section for the assessment in VU Collaborate and also notes that the assessment has been double marked. If there is a discrepancy between the two marks awarded by the Online Facilitators, the Online Unit Coordinator serves a third marker and leads a calibration meeting to assign the final grade. The Online Unit Coordinator then adds the 2nd the feedback to the student's feedback section for the assessment in the VU Collaborate and enters the final grade.
8. Assessment 1 **must be graded and results returned to the students by 4 PM on the Friday of Week 2** (see page 14)
9. If the Turnitin reports indicates a student has plagiarised on an assessment, then the Online Unit Coordinator must investigate following the procedures outlined in the Victoria University Academic Integrity Policy (<https://policy.vu.edu.au/view.current.php?id=27>).
10. The Unit Coordinator must also contact the VU Online Academic Director via email. When an investigation is complete and the Online Unit Coordinator has deemed the plagiarism is related to inadequate or misleading citation, referencing or paraphrasing, an Educative Response can be provided to students. There is a sample

wording of this in Appendix F. This sample can be used by an Online Unit Facilitator when directed to do so by the Online Unit Coordinator. See Appendix

RELEASE OF MARKS TO STUDENTS

1. The release of student marks is the sole responsibility of VU Online.
2. As soon as all grades are finalised and the N and HD grades have been double/triple marked by either the Online Facilitators or the online Unit Coordinator, LINC sends an email to VU Online (chris.walsh@vu.edu.au) to let us know the marks are ready for review and release.
3. VU Online releases the marks to students.

VU ONLINE ACADEMIC CALENDAR: 2019, 2020 & 2021

VICTORIA UNIVERSITY ONLINE 2019 ACADEMIC CALENDAR

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	Study Period 1		Orientation Week Opens
	Study Period 2		Applications Close
	Study Period 3		Applications Open
	Study Period 4		First day of Study Period
	Study Period 5		Last Day to Enrol
	Study Period 6		Tuition Fee Payment Due Date
	Easter Break		Census Date
			Final Submission Date
			Final Results Posted

VICTORIA UNIVERSITY ONLINE 2020 ACADEMIC CALENDAR

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OCTOBER						
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DECEMBER						
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	Study Period 1		Orientation Week Opens
	Study Period 2		Applications Close
	Study Period 3		Applications Open
	Study Period 4		First day of Study Period
	Study Period 5		Last Day to Enrol
	Study Period 6		Tuition Fee Payment Due Date
	Easter Break		Census Date
			Final Submission Date
			Final Results Posted

VICTORIA UNIVERSITY ONLINE 2021 ACADEMIC CALENDAR

JANUARY						
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FEBRUARY						
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SEPTEMBER						
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NOVEMBER						
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29	30					

DECEMBER						
MON	TUE	WED	THU	FRI	SAT	SUN
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20	21	22	23	24	25	26
27	28	29	30	31		

	Study Period 1		Orientation Week Opens
	Study Period 2		Applications Close
	Study Period 3		Applications Open
	Study Period 4		First day of Study Period
	Study Period 5		Last Day to Enrol
	Study Period 6		Tuition Fee Payment Due Date
	Easter Break		Census Date
			Final Submission Date
			Final Results Posted

ISSUE, PROBLEMS OR COMPLAINTS

If the Online Unit Facilitator has an issue, problem or complaint, he/she must adhere to and follow all university policies in this regard. If the complaint is about the Online Unit Coordinator, the facilitator should immediately contact the VU Online Academic Director.

If a student has made a complaint about the Online Unit Facilitator and initiated the [Complaint resolution](#) procedure, the Online Unit Facilitator must escalate this complaint immediately to the Online Unit Coordinator and take all steps to resolve the complaint.

IMPORTANT STUDENT/ACADEMIC POLICIES

Student assessment policies can be accessed at: <https://policy.vu.edu.au/students.php>. Key VU Assessment Policies all VU Online Facilitators must be aware of include:

- [Academic Integrity and Preventing Plagiarism Policy](#)
 - FAQs:
<https://www.vu.edu.au/sites/default/files/Academic%20honesty%20and%20preventing%20plagiarism%20policy%20FAQ.pdf>
- [Student Assessment for Learning Policy](#) – with associated procedures including:
- [Moderation and Validation Procedures \(HE\)](#)
- [Review of individual Assessment Outcomes Procedures](#)
- [Student Misconduct Procedure](#)
- [Student Misconduct Regulations](#)

To view the full list of University policies, visit the View A-Z page, or if you are looking for a policy, do a search using the **VU Policy Library** dedicated search engine:
<https://policy.vu.edu.au/>

LIBRARY

Libraries are located at each campus and are accessible with your Staff ID Card. Information on services available to staff can be found at: <http://library.vu.edu.au>.

There are a number of Library Guides staff and students can access.

Each College has a designated librarian, however any issues with library resources should be directed to your designated Learning Designer.

APPENDIX B: INSTRUCTIONS FOR MODERATION

Dear (FACILITATOR NAME),

Please find attached to this email 4 anonymised assessments for UNIT NUMBER AND TITLE.
Please follow these instructions to prepare for the Assessment # meeting on DATE:

1. Please read and [review VU's Assessment for Learning - Moderation and Validation Procedure \(HE\)](#).
2. Read the Assessment Description from the Unit Guide (attached).
3. Read and review the Rubric for Assessment # (attached).
4. Assess and grade each of the assessment tasks using the rubric provided (attached).
 - a. When appropriate comment directly on students' assessments.
5. Email you completed and graded assessments back to me before our Assessment # Moderation and Calibration meeting on DATE.

If you have questions, please don't hesitate to contact me.

Cheers,

YOUR NAME

APPENDIX C: EDUCATIVE RESPONSE TO BREACHES OF ACADEMIC INTEGRITY

Dear **Student**,

Your feedback on the first 4 parts of the rubric here

Victoria University uses Turnitin, a plagiarism detection software to check your assignments. Your assignment came back with a high similarity index of **X%**, **indicating that parts of your assignment were plagiarised**. Plagiarism

Plagiarism is the act of taking someone else's work or idea and passing it off as your own. This even includes a firm's website information. **The consequences for plagiarism apply even for unintentional plagiarism.**

Types of plagiarism

- Directly quoting other people's words from online or printed sources without acknowledgement (you also need to acknowledge using images, tables, graphs, statistics, videos, music, formulae, laboratory data).
- Paraphrasing or summarising someone else's thoughts or ideas without crediting and citing your source (even using someone else's ideas and rewriting it in your own words needs to be referenced).
- Careless or incomplete referencing of your source.

You must document all of your source material. If you take any text from somebody else, you must make it clear the text is being quoted and where the text comes from. You must also cite any sources from which you obtain numbers, ideas, or other material. If you have any questions about what does or does not constitute plagiarism, ask! Plagiarism is a serious offense and will not be treated lightly. Fortunately, it is also easy to avoid and if you are the least bit careful about giving credit where credit is due you should not run into any problems.

For this assessment, you have received a (N) as a consequence for the section on the rubric: Correctly referencing the readings and including a Reference List.

I have attached your Turnitin report for Assessment 1 so you can see what the problems are. This should help you avoid plagiarism in the future. Going forward in this unit, and all units in your course, you must take more diligent steps to avoid plagiarism.

The best way to avoid plagiarism is to recognise when you need to provide a reference.

- If you have quoted directly from someone else's work (even a firm's website) you must place double quotation marks around the text and provide a reference.
- If you have paraphrased someone else's work or used another person's idea or theory you must provide a reference.
- If what you are writing is common knowledge or your own thought you don't need to provide a reference.

Please make sure you review VU's guidelines on Plagiarism here: <https://www.vu.edu.au/library/get-help/referencing/referencing-guides>(scroll down).

Did you know you can review a Turnitin report for your assessments before you submit? Here is a guide on how: <https://studentvu collaboratehelp.vu.edu.au/help/81-learningms/assessment-tools/help-articles-turnitin/644-interpreting-the-originality-report.html#s1>

As your Online Unit Facilitator, I am here to support you in being successful in this unit. If you have questions about plagiarism or Turnitin or need additional support to avoid plagiarising, please do not hesitate to contact me.

Sincerely,
Your name

APPENDIX D: SAMPLE ASSESSMENT FEEDBACK RESPONSES

This is an **example** from an old assessment in BMO5501: Business Ethics and Sustainability

Assessment & Rubric:

Instructions

- Type: Case study
- Length: 2,500 words
- Weight: 50%
- Due: End of Week 6 (11.59pm Sunday)
- Learning outcomes: 1, 2, 3, 4, 5, 6, 7

The impact of the fashion apparel industry on global warming

This unit has examined the importance and impact of concepts such as ethics, sustainability and corporate social responsibility within contemporary commercial and organisational contexts. Assessment 3 requires you to examine a specific case study which has relevance for both ethics and sustainability by:

- critically analysing and evaluating the issues and implications of the case study; and
- developing a suite of recommendations which addresses these issues in a synthesised and integrated way.

Submit a report analysing the impact of the fashion apparel industry on global warming. Start by reading the Harvard case study on *Zara: Fast Fashion* (available in multimedia or PDF versions—don't worry, the content is identical in both):

- [Case: ZARA: Fast Fashion \(multimedia version\)](#)
- [Case: ZARA: Fast Fashion \(PDF version\)](#).

Using a report format of not more than 2,500 words:

1. Identify and critically evaluate the issues the case study raises from a business ethics and sustainability perspective, and the implications for the future. (500 words)
2. Develop a suite of recommendations which addresses your identified issues at both a global and local (i.e. your own home-country) level, taking into account the implications for governments, producers and consumers. (1000 words)
3. Identify both the strategic and operational/practice dimensions involved in implementing your recommendations. (500 words)
4. Identify the opportunities and challenges which are inherent in addressing the ethics and sustainability issues within this industry as proposed in your recommendations. (500 words).

You may consider each of these questions separately, in which case the suggested word limit for each section should be taken as a guide (along with your introduction and conclusion). Alternatively, you may address the four questions using an integrated approach.

In your response you should draw from the relevant literature and research to support your analysis. A minimum of ten (10) references is required. Illustrate your points with examples from relevant case studies about ethics and sustainability (these can be included within your ten references).

Correctly use the Harvard referencing style and include a reference list in the Harvard style.

Rubric:

Assessment 3: Case study

STANDARDS

Assessment Criteria	High Distinction (HD)	Distinction (D)	Credit (C)	Pass (P)	Fail (F)
<p>Effective communication and use of academic literacies</p> <p>10 marks</p>	<p>Outstanding level of application of knowledge and skills.</p> <p>High level of specialised cognitive and technical skills in teaching and learning in strategic management.</p> <p>Highly accurate and appropriate language use.</p> <p>Information, arguments and evidence are Expertly written and adheres to the academic genre.</p> <p>No errors in grammar or spelling are evident.</p> <p>Expertly presented; the presentation is logical, persuasive, and well-supported by evidence, demonstrating a clear flow of ideas and arguments.</p> <p>Justifies any conclusions reached with sophisticated arguments.</p>	<p>Highly effective level of application of knowledge and skills.</p> <p>Good level specialised cognitive and technical skills in teaching and learning in in strategic management.</p> <p>Accurate and appropriate language use.</p> <p>Information, arguments and evidence are very well written and adheres to the academic genre.</p> <p>No errors in grammar or spelling are evident.</p> <p>Information, arguments and evidence are very well-presented; the presentation is logical, clear and well supported by evidence.</p> <p>Justifies any conclusions reached with well-developed arguments.</p>	<p>Effective level of application of knowledge and skills.</p> <p>Effective level of specialised cognitive and technical skills in teaching and learning in in strategic management</p> <p>Effective language use.</p> <p>Information, arguments and evidence are well written and adheres to the academic genre.</p> <p>No errors in grammar or spelling are evident.</p> <p>Information, arguments and evidence are well-presented, mostly clear flow of ideas and arguments.</p> <p>Justifies any conclusions reached with well-formed arguments not merely assertion.</p>	<p>Sound level of application of knowledge and skills.</p> <p>Satisfactory level of specialised cognitive and technical skills in teaching and learning in in strategic management.</p> <p>Satisfactory language use</p> <p>Information, arguments and evidence are written according to academic genre (e.g. with introduction, conclusion or summary) and has accurate spelling, grammar, sentence and paragraph construction.</p> <p>Errors in grammar or spelling are frequent but do not detract from meaning.</p> <p>Information, arguments and evidence are presented in a way that is not always clear and logical.</p> <p>Justifies any conclusions reached with arguments not merely assertion.</p>	<p>Poor level of application of knowledge and skills.</p> <p>Poor level of specialised cognitive and technical skills in teaching and learning in in strategic management.</p> <p>Poor language use</p> <p>Information, arguments and evidence are poorly written with errors in spelling, grammar.</p> <p>Difficult to understand for audience, no logical/clear structure, poor flow of ideas, argument lacks supporting evidence.</p> <p>Makes assertions that are not justified.</p>
<p>Identification and analysis of the issues the case study raises from a business ethics and sustainability perspective, and the implications for the future.</p> <p>15 marks</p>	<p>Outstanding, highly integrated and relevant analysis of the issues the case study raises from a business ethics and sustainability perspective, and the implications for the future.</p>	<p>Highly effective, well-developed and relevant analysis of the issues the case study raises from a business ethics and sustainability perspective, and the implications for the future. There is some scope for some further integration and more effective linking the analysis with the ethics and sustainability issues identified.</p>	<p>Effective analysis of the issues the case study raises from a business ethics and sustainability perspective. Scope for a much more integrated approach to linking the analysis with the ethics and sustainability issues identified.</p>	<p>Sound level of analysis of the issues the case study raises from a business ethics and sustainability perspective. Considerable scope for a much more integrated approach to linking the analysis with the ethics and sustainability issues identified.</p>	<p>Poor or very limited analysis of the issues the case study raises from a business ethics and sustainability perspective.</p> <p>Issues the case study raises from a business ethics and sustainability perspective are not identified at a satisfactory level to demonstrate understanding.</p>

Development of recommendations which address these issues at both a global and local level, taking into account the implications for governments, producers and consumers.

15 marks

Identification of both the strategic and operational dimensions involved in implementing the recommendations.

15 marks

Identification of opportunities and challenges inherent in addressing the ethics and sustainability issues within this industry as proposed in the recommendations.

15 marks

Outstanding and highly sophisticated development of recommendations which address these issues at both a global and local level, taking into account the implications for governments, producers and consumers. Analysis demonstrates a highly integrated and critical approach with strongly aligned recommendations.

Outstanding identification and analysis of both the strategic and operational dimensions, at a high level of detail and relevance.

Outstanding, highly integrated and relevant analysis of the opportunities and challenges involved in addressing the ethics and sustainability issues within this industry as proposed in the recommendations.

Highly effective development of recommendations which address these issues at both a global and local level, taking into account the implications for governments, producers and consumers.

Analysis demonstrates an ability to identify and discuss relevant issues at a high level of breadth and depth.

Recommendations are relevant and well-argued but with scope for stronger integration with the analysis. There is some scope for a more integrative and/or critical approach to analysing the issues.

Highly effective and well-developed identification and analysis of both strategic and operational dimensions, but with some scope for minor clarification and/or further integration.

Highly effective, well-developed and relevant analysis of the opportunities and challenges in addressing ethics and sustainability issues within this industry as proposed in the recommendations.

There is some scope for further integration and more effective linking with the ethics and sustainability issues identified.

Effective identification and development of recommendations which address these issues at both a global and local level, taking into account the implications for governments, producers and consumers.

Analysis demonstrates a good balance of breadth and depth, with some scope for strengthening one or both of these dimensions. Recommendations are sound and relevant, but with scope for stronger alignment between strategic and operational elements.

Effective identification and analysis of both strategic and operational dimensions, but with scope for further clarification and/or integration.

Effective analysis of the opportunities and challenges in addressing ethics and sustainability issues within this industry as proposed in the recommendations.

There is scope for a much more integrated approach to linking the analysis with the ethics and sustainability issues identified.

Sound identification and development of recommendations which address these issues at both a global and local level, taking into account the implications for governments, producers and consumers.

Analysis demonstrates significant scope for greater breadth and/or depth of Recommendations provided are relevant but require some further development.

Sound identification and analysis of both strategic and operational dimensions, but with substantial scope for further development, clarification and integration.

Sound but basic level of analysis of the opportunities and challenges in addressing ethics and sustainability issues within this industry as proposed in the recommendations.

Substantial scope for a much more integrated approach to linking the analysis with the ethics and sustainability issues identified.

Poor or very limited identification and development of recommendations which address these issues at both a global and local level, taking into account the implications for governments, producers and consumers.

No/not relevant recommendations.

Poor or very limited identification and analysis of both strategic and operational dimensions.

Neither the strategic nor operational elements are sufficiently identified or analysed developed to demonstrate understanding.

Poor or very limited analysis of the opportunities and challenges in addressing ethics and sustainability issues within this industry as proposed in the recommendations.

Opportunities and challenges not identified at a satisfactory level to demonstrate understanding.

Demonstration of professional judgement in assessing alternative perspectives of corporate responsibility in the context of contemporary business issues

10 marks

Presentation of corroborating evidence, including synthesis of relevant literature and research

10 marks

Correctly references resources and includes a reference list

10 marks

Outstanding, sophisticated and highly insightful demonstration of professional judgement in assessing alternative perspectives of corporate responsibility in the context of contemporary business issues.

Outstanding use of references in a highly integrated way to support a sophisticated level of critical analysis.

Number of relevant academic references significantly exceeds requirements.

Outstanding, advanced and correct use of referencing and includes a reference list with no errors.

Highly effective demonstration of professional judgement in assessing alternative perspectives of corporate responsibility in the context of contemporary business issues.

Analysis and assessment demonstrates an ability to identify and discuss relevant perspectives at a high level of breadth and depth. There is some scope for a more integrative and/or critical approach to analysing perspectives.

Highly effective use of references in a highly integrated way to support a strong level of critical analysis.

Number of relevant academic references exceeds minimum requirements.

Highly effective, relevant and correct use of referencing and includes a reference list with no errors.

Effective demonstration of professional judgement in assessing alternative perspectives of corporate responsibility in the context of contemporary business issues.

Analysis demonstrated at a sound level with a good balance of breadth and depth of perspectives. There is some scope for strengthening one or both of these dimensions.

Effective use of references which strengthens/adds weight in support of the analysis. Scope for a higher level of breadth and depth in the integration of academic reference.

Minimum number of relevant academic references used.

Effective and correct use of referencing and includes a reference list with no errors.

Sound demonstration of professional judgement in assessing alternative perspectives of corporate responsibility in the context of contemporary business issues.

Analysis of perspectives demonstrated at a basic level with significant scope for greater breadth and/or depth of analysis.

Sound level of relevant academic references used with a basic level of integration to support the analysis

Minimum number of relevant academic references used.

Sound and correct use of referencing and includes a reference list with minor errors.

No/very limited analysis and assessment of alternative perspectives of corporate responsibility in the context of contemporary business issues undertaken.

Poor level of relevant academic references used with a basic level of integration to support the analysis

Less than the minimum number of relevant academic references incorporated within and in support of the analysis.

Poor and incorrect use of referencing and does not include a reference list.

SAMPLE RESPONSE

Example of feedback related back to criteria levels in relevant rubrics

Here are sample feedback relevant in general and for each criteria and criteria level. Highlighted is what needs to be changed according to the level achieved for each criterion:

Here is an example for a mark 'credit' for all relevant criteria as a guide:

Dear Studentname here,

Well done on this task. Specifically, your development of a suite of recommendations which address the ethics and sustainability issues you identified at both global and local levels. Your response is **effective (or choose whatever criteria and level was done well)**. You have taken into account the implications for governments, producers and consumer and made a strong argument as to why these recommendations are needed.

There are a number of areas of the assessment you could have addressed in more detail to improve your overall mark. These include:

1. In terms of the criterion, "identification and analysis of the issues the case study raises from a business ethics and sustainability perspective, and the implications for the future", your response is **not highly effective**, **(example if they were marked with an effective or C)** because you have not drawn on the research literature to link your analysis with the ethics and sustainability issues you identified. The task requires you to present corroborating evidence, including a synthesis of relevant literature and research. Your analysis does not strongly enough, justify your position.
2. In terms of the criterion, "development of a suite of recommendations which address these issues at both a global and local level, taking into account the implications for governments, producers and consumers", your response would be **highly effective** if your recommendations better took into account the implications for all three stakeholders. There is some scope for strengthening your implications by drawing on the literature and substantiating your argument. Your recommendations are generally sound and relevant, but there is range for a stronger alignment between strategic and operational elements.
3. "Identification of both the strategic and operational dimensions involved in implementing the recommendations your response" is **not quite highly effective**. This because further clarification and/or integration of your recommendations is required.
4. "Identification of the opportunities and challenges inherent in addressing the ethics and sustainability issues within this industry as proposed in the recommendations" would be **highly effective** if you provided a more integrated approach to linking your analysis with the ethics and sustainability issues you identified.

5. Your “demonstration of professional judgement in assessing alternative perspectives of corporate responsibility in the context of contemporary business issues your response” would be **highly effective** if your analysis demonstrated a more rigorous balance of breadth and depth of perspectives. There is considerable scope for strengthening one or both of these dimensions.

For your next assessment (in this unit, or a future unit), I want you to focus on the following 3 areas for improvement:

1. Draw on the research literature more rigorously to back up your assumptions and analyses.
2. Focus on moving away from describing the issues you identified to actually analysing them by reflection on them critically to demonstrate how they impact on ethics and sustainability practices in the fashion industry.
3. At the post graduate level, you need to demonstrate that you have specialised knowledge and can apply that knowledge to an existing discipline. This means you need to demonstrate the skills of reviewing, analysing and consolidating and synthesising knowledge to address/solve complex problems around ethics and sustainability. The best way to do this is to explain your thinking and then back it up with evidence from the course materials or your wider reading/research.

Here is an example for a mark ‘pass’ for all relevant criteria as a guide:

1. In terms of the criterion “identification and analysis of the issues the case study raises from a business ethics and sustainability perspective, and the implications for the future”, your effort demonstrates a **sound** level of analysis of the issues the case study raises from a business ethics and sustainability perspective. But there is still *considerable* scope for you to provide a much more integrated approach to linking the analysis with the ethics and sustainability issues you identified.
2. In terms of the criterion “development of a suite of recommendations which address these issues at both a global and local level, taking into account the implications for governments, producers and consumers”, your response provided a **sound** identification and development of recommendations which address these issues at both a global and local level, taking into account the implications for governments, producers and consumers. But, your response would have been stronger if you provided a more in-depth analysis and a greater breadth and/or depth of recommendations.
3. Your “identification of both the strategic and operational dimensions involved in implementing the recommendations” included a **sound** identification and analysis of both strategic and operational dimensions, but would have been more **effective** if you provided further development, clarification and integration.
4. Your “identification of the opportunities and challenges inherent in addressing the ethics and sustainability issues within this industry as proposed in the recommendations” was **sound** but only provided a basic level of analysis of the opportunities and challenge in addressing the ethics and sustainability issues within this industry as proposed in your recommendations. There is substantial scope for a much more integrated and **effective** approach to linking your analysis with the ethics and sustainability issues you identified.

5. Your “demonstration of professional judgement in assessing alternative perspectives of corporate responsibility in the context of contemporary business issues” was **sound**, but very basic with significant scope for greater breadth and/or depth of analysis.

Here is an example for a mark ‘poor/fail’ for all relevant criteria as a guide:

1. In terms of the criterion “identification and analysis of the issues the case study raises from a business ethics and sustainability perspective, and the implications for the future”, your effort was **poor** because of the very limited analysis of the issues the case study raised from a business ethics and sustainability perspective. The issues the case study raises from a business ethics and sustainability perspective were not identified at a satisfactory level to demonstrate understanding.
2. In terms of the criterion “development of a suite of recommendations which address these issues at both a global and local level, taking into account the implications for governments, producers and consumers”, your response was **poor** due to a *very limited* identification and development of recommendations which address these issues at both a global and local level, taking into account the implications for governments, producers and consumers. Relevant **effective** recommendations were not provided.
3. Your “identification of both the strategic and operational dimensions involved in implementing the recommendations” was **poor** or very limited. You did not **effectively** identify the strategic or operational elements sufficiently to demonstrate your understanding.
4. Your “identification of the opportunities and challenges inherent in addressing the ethics and sustainability issues within this industry as proposed in the recommendations” was **poor**. You provided a very limited analysis of the opportunities and challenges in addressing ethics and sustainability issues within this industry. The opportunities and challenges were not **effectively** identified at a satisfactory level to demonstrate your understanding.
5. Your “demonstration of professional judgement in assessing alternative perspectives of corporate responsibility in the context of contemporary business issues” was poorly executed. No/very limited analysis and assessment of alternative perspectives of corporate responsibility in the context of contemporary business issues was undertaken or evident in your task.

APPENDIX E: STUDENT SERVICES QUICK REFERENCE GUIDE

The Student Services Quick Reference Guide has been compiled to assist Student Support Advisors, facilitators and/or unit coordinators to recommend support services Victoria University and external parties can provide for VU Online students.

Service	VU Email Address	VU Website	Shortened VU website	External Website
Academic support	learninghub@vu.edu.au	https://www.vu.edu.au/current-students/campus-life/advice-support/learning-advice	vu.edu.au/academic-support	
Alumni		https://www.vu.edu.au/alumni	vu.edu.au/alumni	
Campus maps		https://www.vu.edu.au/campuses	vu.edu.au/campuses	
Career services	learninghub@vu.edu.au	https://www.vu.edu.au/current-students/careers-opportunities/careers-advice	vu.edu.au/careers-service	
Chaplaincy		https://www.vu.edu.au/about-vu/facilities-services/our-services/chaplaincy	vu.edu.au/chaplaincy	
Census and payment deadlines		https://www.vu.edu.au/current-students/your-course/fees/pay-your-fees/census-payment-deadlines		
Childcare & kindergarten		https://www.vu.edu.au/about-vu/facilities-services/our-services/child-care-kindergarten	vu.edu.au/child-care	
College of Business Society (VU)				https://www.facebook.com/cobvicuni
Counselling	student.counselling@vu.edu.au	https://www.vu.edu.au/current-students/campus-life/advice-support/counselling	vu.edu.au/counselling	
Disability & accessibility services	accessibility@vu.edu.au	https://www.vu.edu.au/current-students/campus-life/advice-support/disability-accessibility-services	vu.edu.au/accessibility-services	

Enrolment (commencing students)		https://www.vu.edu.au/current-students/your-course/enrolment/enrol-in-vu-online-courses		
Enrolment (continuing students)		https://www.vu.edu.au/current-students/your-course/enrolment/enrol-in-vu-online-courses/re-enrol-in-vu-online-courses		
Entrepreneurship		http://www.vuhanger.com/	vu.edu.au/entrepreneurship	
Fees		https://www.vu.edu.au/study-at-vu/fees-scholarships	vu.edu.au/fees	
Financial advice		https://www.vu.edu.au/current-students/campus-life/advice-support/financial-advice https://www.vu.edu.au/current-students/campus-life/advice-support/financial-advice/welfare-finance-or-international-support-enquiry (online financial or welfare enquiry)	vu.edu.au/financial-advice	
Fitness centres		https://www.vu.edu.au/current-students/campus-life/sport-fitness/fitness-centres	vu.edu.au/fitness-centres	
General health & wellbeing				https://www.betterhealth.vic.gov.au/ http://healthtranslations.vic.gov.au/
Health advisor (VU)	healthadvice@vu.edu.au	https://www.vu.edu.au/current-students/campus-life/advice-support/health-advice	vu.edu.au/health-advice	
Housing & accommodation		https://www.vu.edu.au/current-students/campus-life/advice-support/housing-accommodation	vu.edu.au/housing	
Key dates		https://www.vu.edu.au/current-students/your-course/timetables-calendars/academic-calendar	vu.edu.au/calendar	
Legal advice				http://www.legaladvice.com.au/

Learning hubs	learninghub@vu.edu.au	https://www.vu.edu.au/current-students/campus-life/advice-support/learning-advice/learning-hubs-study-advice-career-guidance		
Library	askalibrarian@vu.libanswers.com	https://www.vu.edu.au/library	vu.edu.au/library	
MyVU			myvu.edu.au	
Prayer rooms & reflection centres		https://www.vu.edu.au/about-vu/facilities-services/our-facilities/prayer-rooms-reflection-centres	vu.edu.au/prayer-rooms	
Safer Community (VU)	safer.community@vu.edu.au	https://www.vu.edu.au/about-vu/facilities-services/safer-community	vu.edu.au/safer-community	
School holiday sports programs	sportscamps@vu.edu.au	https://www.vu.edu.au/school-holiday-sports-programs		
Sport		https://www.vu.edu.au/current-students/campus-life/sport-fitness/represent-vu-in-sport	vu.edu.au/sport	
Student advocacy		https://www.vu.edu.au/current-students/campus-life/advice-support/student-advocacy https://www.vu.edu.au/current-students/campus-life/advice-support/student-advocacy/contact-student-advocacy (online enquiry)	vu.edu.au/advocacy	
Student complaints	integrity.office@vu.edu.au	https://www.vu.edu.au/current-students/campus-life/advice-support/integrity-office/complaint-resolution	vu.edu.au/complaint-resolution	
Student email		https://www.vu.edu.au/current-students/new-to-vu/student-tools-it-services/student-email	vu.edu.au/student-email	
Student ID card		https://askvu.vu.edu.au/app/IDSubmit	askvu.vu.edu.au/app/IDSubmit	

Student spaces		https://www.vu.edu.au/current-students/campus-life/student-lounges-learning-spaces	vu.edu.au/student-spaces	
Transport & parking		https://www.vu.edu.au/about-vu/facilities-services/transport-parking	vu.edu.au/transport	
Victoria University Postgraduate Association (VUPA)				https://www.facebook.com/VUNIPA
VU Collaborate			Access via myvu.edu.au	
Victoria University Online				https://www.facebook.com/victoriauniversityonline/
Welfare services		https://www.vu.edu.au/current-students/campus-life/advice-support/welfare-services https://www.vu.edu.au/current-students/campus-life/advice-support/financial-advice/welfare-finance-or-international-support-enquiry (online welfare or financial enquiry)		