Cairnmillar INSTITUTE

Bachelor of Psychology (Honours)

Course Information Handbook 2027

PY083

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Welcome to The Cairnmillar Institute

Congratulations on your success in obtaining a place in the Bachelor of Psychology (Honours) degree. This course information handbook addresses many aspects and requirements of the course. It should be read in conjunction with the following:

Unit Outlines

Policies and Procedures

These resources provide all the information you need to successfully navigate your way through the different components of the course. If you find anything missing from these handbooks, please let us know.

The Cairnmillar Institute and staff wish you an enjoyable and rewarding professional experience.



Professor Linda Byrne
Dean, Faculty of Psychology, Counselling and Psychotherapy



Dr Melissa Hayden,
Course Coordinator, Bachelor of Psychology (Honours)

The Cairnmillar Institute

The vision of the Cairnmillar Institute is for a mentally healthy and resilient Australia. The Institute is an Australian Health Promotion Charity and non-profit body.

Our role is to continue building a responsive mental health sector through quality education, accessible client services, and evidence-based workforce support. Our work at Cairnmillar is underpinned by our values of compassionate engagement, inclusivity and professionalism and a focus on quality and standards. Connection with trusted partners and community, and a focus on being creative problem-solvers is critical to our business development and will directly enhance our client and student experience. We also aim to strengthen our contribution to the body of evidence-driven research that informs community in practice, and education.

Commitment to Decolonising the Curriculum

The Cairnmillar Institute is founded on the unceded lands of the Wurundjeri Peoples of the Kulin Nation. We pay our respects to their Elders, past and present, and acknowledge their deep, enduring connection to land, waters and community. We acknowledge the richness and value of their accumulated cultural knowledge, spanning vast expanses of time. We extend this respect to all Indigenous Peoples of this continent and all adjacent lands, and to any First Nations Peoples who come across this material.

We are proud to be located in the first Australian State and Territory to enact a Treaty with its First Nations Peoples. We recognise the Gellung Warl, which brings the First Peoples' Assembly of Victoria, the Nginma Ngainnga Wara which brings oversight and accountability, and the Nyerna Yoorrook Telkuna, for truth, healing and reconciliation.

At Cairnmillar, we recognise that the determinants of health and wellbeing for Aboriginal and Torres Strait Islander peoples have been decimated by colonisation. The healthcare system has been fraught with racism, bias, and discrimination, and this includes the fields of Psychology, Psychotherapy and Counselling. These disciplines have historically ignored the voices and the strengths of Aboriginal and Torres Strait Islander peoples and culture, and their role in healing. This can and must change.

Therefore, the Cairnmillar Institute is committed to decolonising and Indigenising its ways. This is no singular action or strategy, however, or a box that can ever be checked. It involves expanding the curriculum to include Aboriginal and Torres Strait Islander ways of knowing, doing and being. It includes embedding genuine consultation and allyship, and reflective and reflexive listening, as we grow and change. It takes uncomfortable realisations and conversations about past and current practices, to offer opportunities for genuine healing and growth within the disciplines. It means expanding the conceptualisation of good mental health to embrace Social and Emotional Wellbeing, into all areas of practice.

All this will take time, deep listening, and profound learning. And at Cairnmillar, we are proud to be a part of this ongoing journey.

Commitment to Lived Experience Inclusion

The Cairnmillar Institute recognises the expertise that comes from lived experience. This includes, but is not limited to, experiences of mental ill-health and recovery, disability, neurodiversity, caring responsibilities, trauma survivorship, alcohol and other drug use, refugee and migration journeys, family and domestic violence, LGBTQIA+ identities, and experiences of racism, poverty or homelessness.

Within psychology, counselling and psychotherapy education, lived-experience knowledge is complementary to professional knowledge and essential to ethical, person-centred, and trauma-informed practice. We are committed to embedding lived-experience leadership, voices and perspectives throughout our teaching, learning, research and placement environments.

Our Principles

1. **Nothing about us without us:** Lived-experience voices inform design, delivery and review of learning.
2. **Safety, consent and choice:** We uphold trauma-informed and rights-based frameworks, participation is voluntary; disclosure is never required; psychological and cultural safety underpin all learning environments.
3. **Recognition and respect:** Lived-experience contributions are acknowledged appropriately in learning activities and materials.
4. **Accessibility and inclusion:** We will strive to apply universal design and equity principles, provide flexible participation modes, and offer reasonable adjustments.
5. **Cultural humility and intersectionality:** We recognise the impact of social determinants, culture, identity and power. We actively challenge stigma, discrimination and bias.
6. **Evidence and improvement:** We evaluate what we do and use student feedback to enhance impact.

What Students Can Expect (Education & Placement)

1. **Curriculum & Teaching:** Integration of lived-experience perspectives, case materials and guest input across relevant units.
2. **Assessment:** Opportunities to demonstrate learning through reflexive, values-aligned tasks that uphold safety and dignity.
3. **Learning Environment:** Clear guidance for respectful dialogue and options for participation that honour autonomy, privacy and cultural safety.
4. **Support & Referral:** Access to wellbeing, accessibility and academic supports; confidential pathways for raising feedback or concerns.
5. **Placement Preparation:** Emphasis on person-centred, culturally safe, and trauma-informed practice, with attention to boundaries, consent, reflective practice and lived-experience-informed engagement in diverse settings.

This commitment applies to all Cairnmillar programs and delivery modes. Students are encouraged to provide feedback through unit evaluations and handbook-listed channels so we can continue to learn from our community and improve together, ensuring that lived experience continues to guide our learning environment and collective practices.

Bachelor of Psychology (Honours)

The Bachelor of Psychology (Honours) is an APAC accredited fourth year psychology program. The course aims to provide for the completion of a four-year sequence, which is a requirement for advanced study in psychology.

The course includes content focused on the theoretical and empirical bases for psychological measurement and assessment, an introduction to evidence-based approaches to psychological intervention, developmental psychopathology, and professional practice issues and ethics. The course also includes comprehensive coverage of psychological research, and students complete an individual research the project. All teaching staff are experienced clinicians or researchers who are committed to advancing the field of psychology through their own work and their interaction with students.

Entry Requirements

Applicants must have completed a three-year sequence in psychology in an APAC accredited program of study or equivalent (APAC accredited level 1 bridging program). Minimum entry standard is an average of 60% across the units in the undergraduate degree. Applicants who completed their psychology sequence more than ten years ago may be asked to complete a refresher sequence prior to a formal offer being made.

Duration of the Course

This course is designed to be completed in one year full-time for students who commence in February. The course can also be completed part-time over two years. Alternatively, the course can be completed across 18-months or over two years for students who commence the course in the mid-year intake.

Course Learning Outcomes

Students who satisfactorily complete this course will have achieved advanced knowledge and skills in the following areas of study:

1. Apply ethical codes, legislation, professional standards and principles of self-care to issues relevant to psychological research and professional practice
2. Demonstrate knowledge and the application of the theoretical and empirical bases underpinning the development and application of psychological assessment, including culturally safe assessment strategies and the therapeutic process and intervention across a range of contexts.
3. Demonstrate advanced knowledge and understanding of interprofessional and collaborative practice, including engaging in diagnostic reasoning and clinical decision-making.
4. Critically assess the impact of sociocultural and developmental factors in psychology research and professional practice, and demonstrate culturally responsive practice in professional and research interactions, with particular consideration of Aboriginal and Torres Strait Islander peoples.
5. Apply the scientific method to plan and execute psychology-related research with developing independence questions (e.g. study design, data analysis and interpretation).
6. Demonstrate sophisticated oral and written and interpersonal communication skills, including interview skills appropriate to psychological practice.
7. Critically evaluate the use of digital technologies in psychology, including their implications for ethical, safe and effective professional practice.

Career Opportunities

Graduates may apply the knowledge and skills acquired in the Bachelor of Psychology (Honours) in their current workplace. Graduates will be able to consider further study or employment in a range of fields where the knowledge and skills acquired in the Bachelor of Psychology (Honours) can be applied (e.g., Community Services, Business, Counselling). Graduates will also be eligible to apply for entry into Master of Psychology training programs

More information about career pathways can be found on myCMI.

Professional Recognition

The course is accredited by the Australian Psychology Accreditation Council (APAC) and meets the Australian Health Practitioner Regulation Agency (AHPRA) requirements for a generalist fourth year in psychology.

On completion of the course, graduates will be eligible to:

- Apply for provisional registration as a psychologist.

- Apply for entry to an APAC accredited Masters training program that leads to registration as a psychologist.

More information about professional registration can be found on myCMI: Professional Registration FAQs on myCMI.

Course Structure & Credit Points

This course has been designed to be completed 1 year full time or 2 years part time. The Bachelor of Psychology (Honours) course is comprised of seven units: HON401, HON402, HON403, HON404, HON407, HON455 and HON456. Students can undertake units at the Hawthorn East campus or via the online campus. Students can complete the course entirely at Hawthorn East, entirely online, or choose a mixture of units offered at Hawthorn East or online.

Commence Semester 1 (start of year): Full-time course structure (1 year)

Year	Semester	Unit Code	Unit Title	Credit Points
1	1	HON401	Professional Ethics	12.5
1	1	HON402	Research Methods	12.5
1	1	HON403	Psychological Assessment	12.5
1	1	HON455	Research Thesis 1	12.5
1	2	HON404	Evidence-Based Practice	12.5
1	2	HON407	Developmental Psychopathology Across the Lifespan	12.5
1	2	HON456	Research Thesis 2	25.0

Commence Semester 1 (start of year): Part-time course structure (2 years)

Year	Semester	Unit Code	Unit Title	Credit Points
1	1	HON401	Professional Ethics	12.5
1	1	HON403	Psychological Assessment	12.5
1	2	HON404	Evidence-Based Practice	12.5
1	2	HON407	Developmental Psychopathology Across the Lifespan	12.5
2	1	HON402	Research Methods	12.5
2	1	HON455	Research Thesis 1	12.5
2	2	HON456	Research Thesis 2	25.0

Midyear Intake

Commence Semester 2 (midyear intake): Part-time/Full-time course structure (18 months)

Year	Semester	Unit Code	Unit Title	Credit Points
1	2	HON404	Evidence-Based Practice	12.5
1	2	HON407	Developmental Psychopathology Across the Lifespan	12.5
2	1	HON401	Professional Ethics	12.5
2	1	HON403	Psychological Assessment	12.5
2	1	HON402	Research Methods	12.5
2	1	HON455	Research Thesis 1	12.5
2	2	HON456	Research Thesis 2	25

Commence Semester 2 (midyear intake): Part-time course structure (2 years)

Year	Semester	Unit Code	Unit Title	Credit Points
1	2	HON404	Evidence-Based Practice	12.5
1	2	HON407	Developmental Psychopathology Across the Lifespan	12.5
2	1	HON402	Research Methods	12.5
2	1	HON455	Research Thesis 1	12.5
2	2	HON456	Research Thesis 2	25.0
3	1	HON401	Professional Ethics	12.5
3	1	HON403	Psychological Assessment	12.5

Course Details: 100 credit points

Coursework: 62.5 credit points or 62.5% of the course

Note: In calculating the weighted average mark (WAM) for this course, each of the five coursework units (HON1, HON2, HON3, HON4 and HON7) is weighted as 12.5%.

Research: 37.5 credit points or 37.5% of the course

Note: In calculating the weighted average mark (WAM) for this course, HON455 is weighted at 12.5% and HON456 is weighted as 25%

Prerequisite Unit/s:

- HON402 must be completed at the same time or before HON455
- HON402 and HON455 are prerequisites for HON456

Coursework and Research Units

Each of the units of study are detailed below. Please note students must pass all units before being eligible to graduate.

- **HON401 (Professional Ethics)**

This unit aims to provide students with a foundation knowledge of professional standards in psychology. The unit guides the student in exploring existing frameworks for thinking about standards and ethics, and highlights ways of accessing, weighting and applying extant legal authority, Codes and Guidelines. The primary objective of HON401 is to provide a forum for students to develop their knowledge about ethical and other standards, as well as their ability to critically apply Guidelines in an appropriate way. The unit aims to achieve this by requiring students to examine a range of ethical and practice dilemmas that are likely to be faced in psychological work, and providing opportunities to practice responding to these by applying systematic, informed, appropriate and reviewable methods. In doing so, HON401 also aims to develop students' reflective abilities, critical thinking, and understanding of the multitudinous responsibilities inherent in contemporary psychological practice.

- **HON402 (Research Methods)**

The primary aim of this unit is to enable students to analyse and report data at a professional and publishable level. Quantitative methods, using the excellent free program jamovi, which is built upon the market leading statistical program R, will be introduced and practiced. The use of qualitative approaches will also be taught and assessed. At the end of this unit students will be expected to have a data analysis skill set that they can use effectively on their own Honours research (HON455 and HON456) and future data analysis opportunities throughout their careers.

- **HON403 (Psychological Assessment)**

The aim of this unit is to assist students to understand issues relating to best practice in psychological assessment and testing. There are three components to this unit. Firstly, the unit includes an emphasis on psychometric issues (e.g., norms, reliability, validity), and the theoretical and empirical bases underpinning test construction, implementation, and interpretation across populations. The unit also includes a focus on beginning skills in basic assessment strategies, including observation, developing rapport, interpersonal communication, and interviewing. Finally, the unit aims to include beginning skills in case formulation and mental health assessment, as well as exploring specific psychological tests commonly utilised, such as cognitive and personality testing. Relevant ethical, contextual, and cultural issues are also addressed in this unit.

- **HON404 (Evidence-Based Practice)**

This unit focuses on the knowledge, techniques and interventions associated with evidence-based psychological practice. The aim of the unit is to introduce students to the scientist-practitioner model and the concept of what constitutes evidence-based practice (EBP) in psychology. Students will be introduced to a range of commonly used interventions and develop their abilities to critically evaluate the literature and scientific evidence supporting a range of psychological treatment interventions for various psychological disorders. In addition, students will also focus on how client characteristics (e.g., culture, ethnicity, gender, sexuality, age, and religion) may impact treatment and the need to consider these factors in EBP, as well as reflect on their own characteristics that may impact treatment. Other issues such as the therapeutic relationship, therapist skills and client acceptance of treatment will also be discussed. The aim of this unit is the development of the knowledge and skills required for best practice and quality assurance in applied psychological practice.

- **HON407 (Developmental Psychopathology Across the Lifespan)**

This unit will focus on important frameworks (e.g., the biopsychosocial model), theories (e.g., psychodynamic and behavioural), concepts (e.g., risk and protective factors), and processes (e.g., diagnoses and classification) central to the study of developmental psychopathology. Within the broad context of a lifespan perspective covering normative development from 'the cradle to the grave', particular emphasis will be given to the importance of the interplay between biological, psychological, and social/cultural factors (i) for understanding how psychopathologies may manifest; and (ii) gain insight into areas for treatment.

- **HON455 and HON456 (Research Thesis 1 and Research Thesis 2)**

The Research Thesis Units comprise of HON455 (Semester 1) and HON456 (Semester 2), with the overall aim to develop student research skills. HON456 builds on the research undertaken by the student in HON455.

In HON455, students plan their research project; review relevant literature, consider ethical issues related to their project; prepare a research proposal; and engage in structured scholarly dialogue about their research. Depending on the timeline of the research project, students may also be involved with data collection (where relevant), data analysis and interpretation of findings. The student is required to engage in reflexivity throughout the research process and work towards the preparation of an Empirical Report to be submitted in HON456.

HON456 requires the student to continue with the research project, including data collection, data analysis, and interpretation of the findings. The student is required to prepare and submit an Research Report, comprising both written and oral components, with the written prepared in the form of an article for submission to a journal and written in APA style. Students will also be required to present their research findings to an audience including Cairnmillar academics.

Students should also refer to the relevant **Unit Outlines** located on Canvas

Research

For information regarding research, please refer to the Research Information Handbook.

Enrolment Conditions

See also: Enrolment Conditions on myCMI for a copy of the current enrolment conditions. You must agree to the conditions of enrolment every time you enrol in a unit of study.

Attendance

It is an expectation that students will attend all classes*. If you anticipate being absent, please advise your Unit Coordinator via email. Planned absences of several weeks should also be discussed with your Unit Coordinator.

Note: We consider classes* to include to include synchronous activities such as tutorials and lectures held in person or on online platforms such as Zoom or Microsoft Teams.

Student Etiquette

Students are to adhere to relevant ethical guidelines and codes of conduct and show respect for staff, clients, and other students, and our faculty environment at all times. All forms of sexual harassment, vilification, and discrimination will not be tolerated.

Your enrolment carries inherent requirements that reflect the professional standards you will be expected to meet in practice. If you are studying in a postgraduate psychology program requiring provisional or general registration with AHPRA, you must familiarise yourself with, and adhere to, the Psychology Board of Australia's Code of Conduct. If you are enrolled in counselling or psychotherapy programs, you must ensure your conduct aligns with PACFA's Code of Ethics and Code of Conduct. Understanding and upholding these obligations is essential to your progression in the course and to your future professional practice.

Students are expected to communicate with professionalism, courtesy and consideration in person and online (including via email and social media). Please see the TLP004 Academic Integrity and Student Conduct Policy, TLP008 Student Social Media policy, and FSP002 Discrimination Bullying Harassment Policy. All Policies and Procedures can be found here.

If you feel unsafe at any time or have concerns about the professional conduct of any member of the Cairnmillar community, you are encouraged to inform a staff member.

Submission of Written Work

All written assessment tasks, unless otherwise instructed by a unit coordinator, must be prepared in Microsoft Word and submitted via Canvas. Please refer to the Unit Outlines on within the unit modules on Canvas and the Assessment Style Guides and Formatting guide on myCMI for more information on written assignment requirements.

Marking of Assessments

Assignments submitted through Canvas will be marked electronically and returned through Canvas.

Students, if they have grounds, may ask for additional feedback or a remark on any assessment. Re-marking is, however, not guaranteed and it is important to realise that your request may be declined. More information can be found in the Assessment Policy and on myCMI.

Word Limit

Students must adhere to the word limits provided in Unit Outlines and Assessment Guides. Please refer to your Unit Outlines on Canvas for information regarding word limits for each assessment task. There is a 10% leeway on all word limits in which no penalties apply. Exceeding the word limit+10% will result in a penalty of 10% of the total assessment mark. For example, for an assessment with 1000 words worth 20 marks, a student can write up to 1100 words without penalty. However, the student will incur a 10% penalty of the total assessment mark (10% of 20 marks = 2 mark penalty) if they write 1101 words.

Referencing & Style Guidelines

The referencing and format for all assignments must be in APA 7 style. Please see APA Style Referencing. See also Assessment Style Guides and Formatting on myCMI.

Assessment Grades & Records

Final results for each unit will be calculated, then published on the Paradigm Enrolment Portal by the relevant results publication date. The marks for your final assessment will be withheld until after the release of your final marks.

See myCMI for information on results publication.

Extensions

An extension may be granted up to 14 calendar days for assignments where there is evidence of unexpected disruptions in the student's available work time. Extensions must be applied for and approved in accordance with the Assessment Policy and Procedures and any other published procedures found on the faculty website.

Applications must be made via the appropriate form before the due date and submitted to the Unit Coordinator. An extension is valid only after it has been approved by the Unit Coordinator. See myCMI for more information on how to apply for an assignment extension.

For students with an ongoing or short term health, injury or disability that impacts their ability to study, academic support, including extensions, may be available by registering with the Learning Equity Office. For further information please click here.

Special Consideration

Special consideration may be granted in situations where an extension is not possible, such as an exam or in-class work that has been missed, or you need an extension beyond 2 weeks. You should first discuss your situation with your Course Coordinator before applying. Please see the Assessment Policy and Procedures found on the faculty website for more information. Please see myCMI for how to apply for special consideration.

Late Submissions

The penalty for late submissions is 5% per day of the total assessment mark (including weekends and non-business days), for a maximum of seven (7) days (i.e., maximum late penalty deduction possible is 35%).

Work handed in more than one week late will not be marked and a fail result will be recorded. No assignment will be accepted once the results for that assignment have been published.

Tasks that are required to be completed and/or submitted in-class, such as class presentations must be submitted on the date of the class presentation unless a student has been granted special consideration. The penalty for late submission or non-submission of in-class tasks is usually 100% of the mark.

See also: Late Assessment Submissions on myCMI.

Samples of Work

Samples of student work may be taken for purposes of course accreditation and benchmarking. In all cases anonymity will be preserved. If you object to your work being copied for this purpose you must advise the Unit Coordinator when submitting assignments.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a process where a student may be granted credit or partial credit towards a qualification in recognition of previous study, skills or experience. RPL can only be granted for units prior to the commencement of your course

See myCMI for more information on how to apply for RPL or credit transfer.

Marking Scales & Grade Definitions

You can view Cairnmillar's grade-mark schema on myCMI.

Academic Integrity

Breaches of academic integrity are serious academic offences. It is the responsibility of all students to access, read, and familiarise themselves with the Institute's Academic Integrity and Student Conduct Policy and Procedures. See myCMI for more information about Academic Integrity at Cairnmillar.

All students must complete an Academic Integrity Module and Quiz on Canvas prior to beginning classes at Cairnmillar. Assessment marks are withheld if students have not completed the Academic Integrity Module and Quiz on Canvas. Please see here on myCMI for more details.

GenAI Statement

Artificial Intelligence (AI) is rapidly transforming the landscape of higher education, especially in how we approach assessment design, academic integrity, research, and student engagement. Staying informed about these changes is crucial for all students. Students are to read and understand the Student Guide: Ethical and Effective Use of AI in Higher Education, and ensure that they check the requirements for any assignments that they complete.

Cairnmillar students are encouraged to develop their digital literacy and responsible GenAI skills, including understanding when, why and how to use GenAI. At the Cairnmillar Institute, several courses support the use of research-orientated GenAI tools such as NotebookLM, ChatGPT, Research Rabbit, Elicit AI and Consensus to scaffold

skills in evidence synthesis, and scholarly exploration. These tools are used to complement, not replace, students' independent thinking and professional judgement. Appropriate use can include but not limited to, brainstorming of ideas, getting feedback, and clarifying concepts. However, GenAI can also produce inaccurate information, reinforce bias and/or oversimplify concepts. Students should be particularly cautious when using GenAI as the less expertise you have in an area the greater the risk to over rely on these tools. For more information, including example acknowledgement statements of GenAI use, please refer to the student policy on GenAI use.

All students are responsible for ensuring that their academic work reflects their own understanding and meets the standards of integrity, originality and ethical conduct required both in academic study and future professional contexts. Transparent use of GenAI includes acknowledging tools used, describing how they supported your work where required and following any assessment specific instructions. Misuse of GenAI, including unacknowledged or excessive reliance on GenAI tools, will be treated as academic misconduct. Inappropriate or unethical use can undermine the development of essential skills and professional judgement expected of Cairnmillar graduates.

Cairnmillar monitors GenAI use through established integrity processes and provides guidance to support responsible and transparent practice. If in doubt, students should seek guidance from academic staff, our student learning support advisors, or refer to specific in-unit policies.

Course Progress

The Academic Integrity and Progress Committee (AIPC) is a sub-committee of the Academic Board.

The AIPC review incidents of possible plagiarism and other breaches of academic or research integrity, such as collusion, cheating in exams, or unauthorised AI use.

The AIPC also supports students who have poor academic performance or are at risk of failing a course through an academic progress intervention and Student Progress Agreements.

Please see 'Academic Integrity and Progress Review Hearings' on myCMI for detailed information on Cairnmillar's academic integrity and progress procedure.

Policies, Procedures & Student Guidelines

It is the responsibility of all students to access, read, and familiarise themselves with the Institute's Policies and Procedures. Students are also expected to review and understand any student guidelines. These are published on our faculty website. Detailed supporting information, guides and forms can be found on the student website, myCMI.

Copyright

There are copyright laws that we need to be aware of and adhere to. Please see the Australian Copyright Council's website for full information on this topic.

Professional Standards

Students in professional training courses at CMI are reminded that inherent requirements apply to your enrolment.

You must have a thorough knowledge of the Psychology Board of Australia Code of Conduct or the Psychotherapy and Counselling Federation of Australia Code of Ethics document. It is reviewed and updated regularly, and it is essential to remain abreast of any changes that are recommended.

A full copy of the current edition of the Code of Conduct can be obtained on the Psychology Board of Australia or the PACFA website.

Student Support, Counselling, & Wellbeing

Counselling & Support for Students

Please see 'Counselling for Students' on myCMI.

Academic & Writing Support for Students

Please see 'Your Academic Skills Toolkit' on Canvas and the Academic Kills and Support my.CMI page.

Learning Equity and Accessibility Support for Students

Please see 'Learning Equity Support' on myCMI.

International Student Support

Please see the 'International Students Page' on myCMI.

Other Support Services

A searchable list of other support services can be found on myCMI. Please see Support for Students page.

Tuition Fees and FEE-HELP

Information regarding the payment of fees can be obtained from myCMI and our public website. Tuition fees and conditions are published on our website, see Tuition Fees. Please see Fees and FEE-HELP FAQs on myCMI for more information. Non-payment of fees may result in withholding of release of grades, ineligibility to graduate or termination of enrolment.

Termination of Enrolment

Cairnmillar reserves the right to terminate a person's enrolment in a course if the student:

- fails to meet the complete assessment task requirements or breaches the Institute's privacy and ethical conditions
- exceeds the maximum or negotiated time for completion of the course, or
- other conditions as specified in the Enrolment Conditions.

See myCMI for details on Cairnmillar's Academic Progress procedure.

Graduation

To be eligible to have the relevant qualification awarded, a student must:

- comply with all the Institute Policies and Procedures;
- pay all relevant fees and charges;
- complete all requirements prescribed for the course of study at least at a PASS level;
- submit the relevant intention to graduate form by the due date.

The appropriate awards are given on satisfactory completion of the course. These are presented at a special annual ceremony or given (posted) directly to students for a fee.

For more information see: Graduating From Your Degree on myCMI.

Library Services

The Library at the Cairnmillar Institute is a specialist library resource, aimed at supporting the work of the Institute, focusing on the curriculum, teaching, research, and clinical requirements of the students, academic staff, clinical staff, and researchers.

Appointments about Library and research skills can be made through the Library.

Please visit the Library page on myCMI for more information.

Office 365

All students have access to Office 365 while studying at Cairnmillar. Your Office365 account includes free access to Microsoft Word, Excel, PowerPoint, Outlook (student email), and much more.

Students also have access to 1TB of OneDrive storage. Find more information on Office 365 on myCMI.

Student Email and Canvas Announcements

Students are provided with a Cairnmillar student email and are required to check this account regularly while enrolled. See: Accessing your Cairnmillar Student Email on myCMI for full details.

Students should also regularly check or sign up for email reminders on Canvas Announcements and review the regular Student Newsletter.

Computer & Printer Access

Each student has their own personal OneDrive account which can be accessed across any computer.

Please see 'Computer Access at Cairnmillar' for more information.

Please see 'Printing/Copying at Cairnmillar' on myCMI for more information.