

LIBR1085 Information Discovery Assessment Task 3 – Resource Guide

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Online Libguide:

- [Semester 1 - 2019](#) | [Sherlock | A World Unlocked](#)

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1/ CLIENT | Subject Information Area

Wise Words Media is pleased to present for consideration this report:

- [Semester 1 - 2019](#) | [Sherlock | A World Unlocked](#)

It has been prepared for clients working in dual, shifting career spaces: that is, creative professionals simultaneously building academic pursuits towards Masters and/or Doctorate qualifications. Working in the creative industries space, clients are typically development and / or executive producers in the film and high-end commercial theatre space.

The Digital Resource Guide is specifically designed to serve and support clients interested in exploring the substantial breadth and depth of the canon of Sir Arthur Conan Doyle's most famous literary character: Sherlock Holmes.

Initially the client indicated an interest in 'podcasts'. Subsequent investigation revealed this to be too broad and lacking definition. Further interviews revealed 'Sherlock Holmes' as a podcast topic. The topic then grew to focus more organically on how to assist the client to develop and exploit new / unexplored story-lines within canons of literature, genres and character universe of Sherlock Holmes.

Feedback on this evaluation report is invited and welcome.

2/ SEARCH STRATEGY

Parameters

Search Strategy

The resource guide wouldn't function if content rested merely on academic resources only. The Digital Resource Guide became dual purpose:

- identifies and links to appropriate academic resources, research, databases and textbooks
- offers a broad, macro-level list of digital resources of existing and recent commercial manifestations of the 'Sherlock Holmes' character(s)

DATE	TOPIC/TYPE	EVENT TASK DIARY NOTE
Early May 2019 – research day 1	Topic investigation Podcasts	Pre-search and investigation
Early May 2019 – research day 2	Topic investigation Podcasts	Maroondah library, Ringwood email Bizhubs contacts
Early May 2019 – research day 3	Topic investigation Podcasts	LIB1085 'podcast' – discussed with Paul Mercurcia <ul style="list-style-type: none"> • Lukewarm response – to be discussed further
Early May 2019 – research day 4	Topic investigation Podcasts	Maroondah library, Ringwood onsite visit – interview library staff. Nil evidence.
Sat 12 May 2019	Carer duties	Father admitted to Sunshine hospital <ul style="list-style-type: none"> o Father - Sunshine Hospital, Pancreatitis May 2019 • 0.25 years post-grad RMIT, 2019 o studies suspended to take care of parents
Wed 22 May 2019	Carer duties	Father discharged Sunshine hospital <ul style="list-style-type: none"> o Father - Sunshine Hospital, Pancreatitis May 2019, gall bladder removed • 0.25 years post-grad RMIT, 2019 o studies suspended to take care of parents
Wed 22 May 2019- ongoing	Carer duties	<ul style="list-style-type: none"> • 3.5 years carer for both parents o Mother - Parkinsons Disease, 2010 - ongoing, deteriorating cognition and mobility o Father - Sunshine Hospital, Pancreatitis May 2019, gall bladder removed
Thu 23 May 2019	Topic investigation 'Sherlock Holmes'	<ul style="list-style-type: none"> • Settled on topic with parameters as set out above • Creative brief <ul style="list-style-type: none"> o 'Sherlock Holmes' as a content focus, you could design a LibGuide to support a client o Client description: creative industries professional (ie producer) looking to research Sherlock Holmes cannon including academia. o Purpose: define new niche area for future film/stage adaption or evolution that is yet to be explored creatively for commercial purposes.
Thu 23 May 2019	Topic 'Sherlock Holmes'	<ul style="list-style-type: none"> • Libguide: began construction of template and topic areas
Fri 24 May 2019	Resource Guide Construction	<ul style="list-style-type: none"> • Drafted LibGuide Tab Headings and Sub-headings in MS Word • Used drafted content as 'blueprint'

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Criteria

Criteria was based on the client developing and exploiting new / unexplored story-lines within canons of literature, genres and character universe.

To achieve this, the digital resource guide had to assist by providing material covering a wide range and depth of material. Therefore the initial issue was beyond the obvious published titles by Sir Arthur Conan Doyle and recent movies and TV shows, what other resources could be of use?

Once identified, what resources should be selected?

It was surprising to learn more than 13 000 academic, peer-reviewed papers/articles exist on this topic. A plan to include abstracts was dumped in favour of including a mere 3 – they were fashioned into outlines of famous titles. From these TV shows have been produced. A comparison and contrast of this material with the original titles proved a satisfactory way of demonstrating to the client further analysis on their part will reveal similar opportunities to advance the canon further in new and interesting ways.

The issue then boiled down to what material *not* to include. This was true of textbooks. A longer list than what is necessary was eventually settled on. The rationale being that unless the client stipulates otherwise, they should always be the arbiter of what type of content and volume of material they choose to review.

DATE	TOPIC/TYPE	EVENT TASK DIARY NOTE
Fri 24 May 2019	Resource Guide Abstracts	What do I mean by 'abstracts'? Why do I want to include this?
Fri 24 May 2019	Resource Guide Resources Academic	Library Database Search 'Sherlock Holmes' – exactly what academic resources am I looking for? How will these assist client?

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Assessment Task 3 – Resource Guide

3/ BIBLIOGRAPHY and RESOURCE LIST | Annotated information

Table 1 | BIBLIOGRAPHY / RESOURCE LIST | Annotated information by resource type

SIR ARTHUR CONAN DOYLE | Notable Works

Novel

[The Hound of the Baskervilles \(1901–1902\)](#)

Nobes, Patrick, and Doyle, Arthur Conan. [The Hound of the Baskervilles](#). Simplified ed. Oxford: Oxford UP, 2008. Print.

This book is a work of fiction in which a young heir is convinced that the mythical hound of Baskerville Hall may be responsible for hunting and killing his uncle. Sherlock Holmes and Dr Watson are contracted by the heir to investigate the beastly, supernatural creature.

The novel provides significant insight into the character of Sherlock Holmes, particularly his abilities as a detective to distil and decipher details within his environment where others cannot. In particular, the story elevates and outlines the professional relationship and friendship between Holmes and Watson.

However, the story also provides evidence of the author's weaknesses in plot and character development.

By reviewing this novel, the client gains further insight into the characters and storylines within the Sherlock Holmes canon.

Doyle, Arthur Conan, Sir. [The Adventures of Sherlock Holmes](#). 1999. Web.

A work of fiction originally published in 'The Strand' (UK), the book is a collection of short stories including that of a mysterious woman named Irene Adler. She is in possession of embarrassing photos of one Europe's most loved monarchs. Only the brilliant mind of Sherlock Holmes can retrieve the contraband items with royal reputation intact.

Short Stories

[A Scandal in Bohemia \(June 1891\)](#)

In the folklore of Sherlock Holmes, Irene Adler is also known as 'the woman'. The only woman of significance encountered by Sherlock Holmes. The story breaks significant ground - Holmes matches wits with a woman of mystery in the Victorian Era.

A worthy contrast to the Holmes/Watson relationship, latter day writers may possibly be reading too much into the relationship between Holmes and Adler.

That said, this story offers an intriguing 'what if' to the creative process of any creative looking for insight into how to further explore the Sherlock Holmes canon.

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Table 1 | BIBLIOGRAPHY / RESOURCE LIST | Annotated information by resource type

Short Stories

[The Final Problem \(December 1893\)](#)

Doyle, Arthur Conan, Sir. [The Memoirs of Sherlock Holmes](#). 1997. Web.

Originally published in 'The Strand' (UK). This collection of short stories describes Sherlock Holmes' famous final showdown with his arch enemy Professor Moriarty, who has slipped through the grasp of the English police. Although it's obvious Moriarty's still on the continent, not so evident is the mortal danger Sherlock is so dangerously close to.

The Sherlock Holmes mythology exploded upon publication of this story. The adversarial nature of the Moriarty character took Holmes' to a new level. He wasn't investigating a crime. Holmes found himself fighting his creator Conan Doyle for his very survival as a literary character.

Through this story, clients can delve deeply to explore the wider connection the readership has long had to the overall canon via this acclaimed work of fiction.

Subsequently reincarnated, the story gave a remarkable second coming to Doyle's famous character that has been repeated many times since at the hands of other creative's.

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Table 1 | BIBLIOGRAPHY / RESOURCE LIST | Annotated information by resource type

RESOURCES | ACADEMIC | | Selected Articles and Textbooks by Sector (peer reviewed)

Film	Authentic in Authenticity: The Evolution of Sherlock Holmes on Screen.	<p>Joyce, Stephen. Authentic in Authenticity: The Evolution of Sherlock Holmes on Screen. Journal of Popular Film and Television Xlv.2 (2017): 79-89. Web</p> <p>This article investigates various screen incarnations of Sherlock Holmes while arguing that Holmes' famous characteristics – both behavioural and visual – were hardly ever found in Doyle's original texts.</p> <p>The article's author then debates the question: does the screen version truly adhere to the character it originated from? Should future screen/stage iterations of the Sherlock Holmes also mimic implied mannerisms and 'tics'?</p> <p>Clients can reflect on the arguments presented around the importance of authenticity. Whatever the conclusion, it's worth remembering that there are many reasons why these screen interpretations have resonated so deeply with fans of Sherlock Holmes.</p>
Literature	Sherlock Holmes and the Problems of War: Traumatic Detections.	<p>Wynne, Catherine. Sherlock Holmes and the Problems of War: Traumatic Detections. English Literature in Transition, 1880-1920 53.1 (2010): 29-53. Web.</p> <p>This article examines various selected stories from the Holmes canon as well as war and medical journalism of Arthur Conan Doyle. The discussion investigates how traumatic detections were employed and the diverse ways in which Doyle responded to the problems of war.</p> <p>Given war is a subject addressed only once by Doyle, clients may foresee opportunities to exploit future storylines that can be integrated into the Sherlock Holmes canon.</p>

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Table 1 | BIBLIOGRAPHY / RESOURCE LIST | Annotated information by resource type

<p>Textbooks</p>	<p>Who Is Sherlock? : Essays on Identity in Modern Holmes Adaptions.</p> <p>Sherlock Holmes and Conan Doyle Multi-Media Afterlives</p> <p>We Are Big Data : The Future of the Information Society</p>	<p>Porter, Lynnette R. Who Is Sherlock? : Essays on Identity in Modern Holmes Adaptions. Jefferson, North Carolina: McFarland, 2016. Web.</p> <p>Who is Sherlock Holmes? This book examines the questions, deconstruction and reconstruction of Sherlock Holmes' unique traits. From academics to commentators, booklovers and fans – fascination continues to drive analysis on how these traits were formed.</p> <p>Insights into both Victorian and the modern-day Sherlock are supplied by illustrators, screenwriters, directors, costume designers, set designers, actors, scholars, and fans.</p> <p>The book is vital for any creative professional looking to carve a unique niche in the Sherlock Holmes universe.</p> <p>Vanacker, Sabine., and Wynne, Catherine. Sherlock Holmes and Conan Doyle Multi-Media Afterlives. London: Palgrave Macmillan UK : Imprint: Palgrave Macmillan, 2013. Web.</p> <p>This book discusses the boundaries between fiction and reality using recent appearances of Conan Doyle in contemporary novels and films as a fictional figure</p> <p>Essays within the collection investigate the general public's endless fascination with Doyle and his creation, Sherlock Holmes.</p> <p>The book is yet another substantial statement confirming that for client's considering Sherlock Holmes as a commercial pursuit, demand is high for both the character and its author.</p> <p>Klous, Sander. Author, Wielaard, Nart., and SpringerLink. We Are Big Data : The Future of the Information Society. Paris: Atlantis : Imprint: Atlantis, 2016. Web.</p> <p>This book explores the topic of big data and its implications for technology, the social order and industry.</p> <p>As commerce and social interaction within society evolves further through data analytics and data stimuli, the book proposes an analogy that only the equivalent of thousands of Sherlock Holmes clones can mine the data to reap the benefits on offer.</p>
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Table 1 | BIBLIOGRAPHY / RESOURCE LIST | Annotated information by resource type

<p>Textbooks</p>	<p>Sherlock Holmes for the 21st Century Essays on New Adaptations.</p>	<p>In the context of client requirements, the world of big data is begging for exploration within the known tropes of Sherlock Holmes.</p> <p>Porter, Lynnette R. Sherlock Holmes for the 21st Century Essays on New Adaptations. Jefferson, N.C.: McFarland, 2012. Web.</p> <p>This book argues that in the 21st century, there's never been a better time to be Sherlock Holmes.</p> <p>Evidence is presented citing commentary on films, an internationally acclaimed BBC television series, a novel sanctioned by the Arthur Conan Doyle Estate. In the mix are also dozens of additional novels and short stories, video games, comic books, and fan-created works. Sherlock Holmes also has a compelling Internet and social media existence.</p> <p>This material offers further persuasive insights into the growing, ongoing demand for Sherlock Holmes content.</p>
<p>Databases</p>	<p>Film Scripts Online</p>	<p>Alexander Street Press Compiler Issuing Body, and University of Chicago Compiler. Film Scripts Online. Alexandria, Va.: Alexander Street, 2002. Web.</p> <p>This database resource contains 1,009 scripts by 1,062 writers. Although many scripts have never been published (let alone produced), facsimile images for more than 500 screenplays are included as well as short biographies on the writers and awards won by individual films.</p> <p>While not a definitive, specific resource for Sherlock Holmes screenplays, clients can still employ this portal for research or promotional purposes in the journey towards commercial production.</p>

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Table 1 | BIBLIOGRAPHY / RESOURCE LIST | Annotated information by resource type

RESOURCES | COMMERCIAL WORKS || Selected Titles

Graphic Novels	The Valley of Fear: A Sherlock Holmes Graphic Novel	<p>Edginton, I., Doyle, A. C. D. & Culbard, I. J., 2011. The Valley of Fear: A Sherlock Holmes Graphic Novel. London: Selfmadehero.</p> <p>This graphic novel is an interpretation where the original story has been presented within a contemporary format to appeal to new audiences in the graphic novel space.</p> <p>'Recall' has never been favoured as a plot device for generating momentum in story-telling. This novel still suffers from perceived imperfections in Conan Doyle's writing. That is, extended exchanges of story exposition by characters sat in rooms commenting on action that has already taken place.</p> <p>The client can derive much then from this modern re-telling. Use new, original ways to reformat and present the much loved Sherlock Holmes and your text-based content will find a home in the commercial world.</p>
Television	Elementary	<p>Bucksey, Colin, Hill, Jon Michael, Liu, Lucy, Miller, Jonny Lee, and Quinn, Aidan. Elementary : Series 1-7, USA: CBS [broadcaster], 2012-. Elementary ; Ser. 1-7, Broadcast, Web.</p> <p>This television series explores the original characterisation of Sherlock Holmes, who is now reimagined as a modern-day resident of New York City. The series is styled as an American procedural drama with the gender of Dr John Watson's character 'flipped' into a female rendition.</p> <p>This iteration of the Holmes character is a great example for any client considering ways to exploit and extend the Sherlock Holmes character in creative, yet authentic ways.</p>

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Table 1 | BIBLIOGRAPHY / RESOURCE LIST | Annotated information by resource type

Film	Sherlock Holmes: A Game of Shadows (2011)	<p>Guy Ritchie, Anderson, Paul, Downey Jr., Robert, Fry, Stephen, Harris, Jared, Houston, William, James, Geraldine, Kahler, Wolf, Laskey, Jack, Law, Jude, Marsan, Eddie, McAdams, Rachel, Mitchell, Iain, Rapace, Noomi, and Reilly, Kelly. Sherlock Holmes : A Game Of Shadows (Movie 2011). Australia: Thriller [broadcaster], 2011. Web.</p> <p>This film portrays the conflict between Detective Sherlock Holmes and Professor Moriarty - a villainous architect of ill-repute responsible for a string of indiscriminate felonies across the European continent.</p> <p>Although faithful to the original canon created by Arthur Conan Doyle, the rendering of the character is integrated with cinematic flourishes of action and imposing (albeit expensive) production design.</p> <p>This 'high-concept' crowd pleaser manages to pull off the impossible: pleasing old fans while attracting new ones. Clients have much to gain by studying the approach of the writers, producers and director.</p>
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Table 1 | BIBLIOGRAPHY / RESOURCE LIST | Annotated information by resource type

COMMUNITIES

Podcasts	Sherlock Holmes: Trifles	<p>Monty, S. & Wolder, B., 2007 -. Sherlock Holmes: Trifles, New Jersey: Baker Street Irregulars. Web (Podcast)</p> <p>Presented weekly, this podcast explores little known details within the universal canon of Sherlock Holmes. In fact, the presenters have a mission to focus on only interviewing remarkable creatives doing things differently to keep Sherlock Holmes relevant for modern audiences.</p> <p>Although the content is often only 15 minutes in length, clients will find these bite-sized offerings of great value. Not only to their understanding of the Sherlock Holmes canon, but also for insights into how other creative professionals are seeking and finding new ways to build upon the extensive works generated by interest in Doyle's famous character.</p> <p>Katz, R. S., 1932 - . The Baker Street Irregulars. [Online] Available at: https://bakerstreetirregulars.com/bsi-history/ [Accessed May 2019].</p>
Fan Clubs	The Baker Street Irregulars	<p>This website celebrates the Sherlock Holmes canon by way of invitation-only membership for fans who are literally obsessed with the grittiest of details about Conan Doyle's characters.</p> <p>While lack of membership does prove an initial barrier to the general public, clients engaged in researching the world of Sherlock Holmes will undoubtedly find willing and generous contributors to their project within the ranks of members if approached under the right circumstances.</p>

Table 1 | BIBLIOGRAPHY / RESOURCE LIST | Annotated information by resource type

POP CULTURE

Conferences

[Oz Comic-Con | 2019](#)

Reed Oz Comic Con Pty Ltd (ABN 76 167 562 825), 2019. Oz Comic-Con. [Online] Available at: <https://ozcomiccon.com/> [Accessed May 2019].

This website acts as a general portal for information and ticketing to Australia's premier pop cultural event.

Three times each year, the exhibition offers exhibitors, elite celebrities, cosplay, anime screenings, and entertainment for all kinds of folk, excitement. Unique panel discussions are also held.

Any client wanting to see and understand the 'fan experience' for themselves will find that their ROI on investment of a ticket entry will be high value. Not just for Sherlock Holmes, but for all genre's and the fans who keep the world of Sherlock Holmes (and others) alive in a very real way.

Sean Thomas McIntyre

04-04-2019

Equitable Learning Plan

STUDENT: Sean Thomas McIntyre, s3778572

EQUITABLE LEARNING ADVISOR: Martin Kelly

SCHOOL: School of Business Information Technology & Logistics

PROGRAM: Master of Information Management

EXPIRY DATE: 30-06-2019

The above student, who is enrolled in your Program, has recently registered with Equitable Learning Services. This student has a documented disability, long term illness and/or mental health condition as defined by the Disability Discrimination Act (DDA, 1992). The Equitable Learning Plan has been developed with reference to documentation from the student's health professional and is valid for the academic year in which it is published, unless otherwise indicated. If there are concerns about the impact of any of the adjustments on the academic integrity of the course, staff should contact Equitable Learning Services as soon as possible to discuss their concerns and negotiate alternative adjustments. Equitable Learning Services can be contacted at els@rmit.edu.au

LEARNING IMPACT STATEMENT

Sean is a carer for his parents which impacts significantly on his time, energy levels and flexibility to engage fully with many aspects of his studies.

LEARNING AND TEACHING

REASONABLE ADJUSTMENTS (RAs)

Learning and Teaching

Attendance

Student Absence: The student has a fluctuating condition and may be away for short periods due to ill health. Students are still required to meet attendance hurdle requirements where applicable and should discuss any absences with their academic / teaching staff. The STUDENT should contact the Academic/ Teaching Staff if they require assistance to catch up.

Work Integrated Learning

Further information about managing WIL can be found at:

For Staff: <http://mams.rmit.edu.au/qbb1fjywtng1.pdf>

For Students: <http://mams.rmit.edu.au/9jhbua0nly4oz.pdf>

NB: A WIL Activity Planning Meeting with staff and student can be a useful way to ensure all parties are in agreement regarding WIL planning. Equitable Learning Services staff are available to attend these meetings on request.

Flexible Working Arrangements: The student will require the following flexible working arrangements where possible: flexibility to allow Sean to respond to carer responsibilities as they arise. N.B: Equitable Learning Services recommends that WIL PRACTITIONER organise a WIL Activity Planning Meeting to discuss with the student whether this may be possible in the WIL activity environment particularly in relation to applicable registration requirements, timely completion, etc. Equitable Learning Services can be invited to either attend such a meeting and/or provide advice.

age (Right Arrow)

EQUITABLE ASSESSMENT ARRANGEMENTS (EAAs)

This relates to assignments, presentations and tests/exams - including laboratory, practical, online and written tests.

Assignments and Assessments

Extensions: The STUDENT will negotiate with ACADEMIC/ TEACHING STAFF for extra time to submit assignments/written work. The request must be made no later than the official due date. The appropriate length for the extension is determined by the nature of the assessment task and the impact that the student's condition is having on their studies. Extensions MAY BE GREATER than seven days. For Higher Education and Vocational Education students, an application for Special Consideration is not required for the first extension. However, for a further extension for the same assessment task, the STUDENT must apply for Special Consideration and provide required supporting documentation. NB: The Special Consideration process does not apply to VCE students. VCE students should negotiate further extensions (beyond the first) directly with teaching staff.

NB: All of the recommendations outlined above should be actioned by the person indicated in UPPER CASE in the document.

LEGISLATIVE REQUIREMENTS, UNIVERSITY GUIDELINES AND PLAN IMPLEMENTATION

Disability Legislative Obligations

The Equitable Learning Plan has been developed in order for RMIT to comply with its legislative obligations under the Disability Discrimination Act (1992) and the Disability Standards for Education (2005). The plan aims to ensure that students with disability, long term illness and / or mental health condition can access and participate in education on the same basis as other students.

Disability Discrimination Act

<http://www.humanrights.gov.au/our-work/disability-rights/guides/brief-guide-disability-discrimination-act>

Disability Standards for Education (2005)

<https://www.education.gov.au/disability-standards-education-2005>

Privacy

RMIT values the privacy of every individual and handles personal and health information in accordance with the privacy principles contained in the Privacy and Data Protection Act 2014 (Vic), the Health Records Act 2001 (Vic) and other relevant legislation. You are receiving this information with the consent of the student and for the purpose of reasonable adjustments and equitable assessment arrangements. Please ensure that you handle this information suitably including not sharing inappropriately and deleting when no longer required. Should you have any queries please contact Privacy Advisory at privacy@rmit.edu.au.

Responsibility for Implementation of the Equitable Learning Plan:

The Implementation of the Equitable Learning Plan may require collaboration between the student and School staff. It is the responsibility of both the SCHOOL and the STUDENT to ensure that they undertake the actions outlined in the Equitable Learning Plan.

Equitable Learning Services (ELS) can provide advice to staff and students about any aspect of the Equitable Learning Plan. If you have any questions regarding the Equitable Learning Plan please contact ELS at: els@rmit.edu.au.

Equitable Learning Services

Registration and supporting documentation form



Section B: to be completed by practitioner or health care provider of the person for whom you are the primary carer.

A 'primary carer' is defined as a person who provides the most informal assistance, in terms of help or supervision, to a person with a disability, long-term illness and/or mental health condition. The assistance must be ongoing, or likely to be ongoing, for at least six months and be provided for one or more of the activities of daily living, which include cognition or emotion, communication, health care, housework, meal preparation, mobility, paperwork, property maintenance, self-care and transport. This definition is from the 2003 Australian Bureau of Statistics Survey of Disability, Ageing and Caring.

Provider stamp/number

Dr Rory Bartlett
FRACOP, MBBS, BBO MedSci
Provider No. 4484437J
Vineyard Medical Centre
2-4 Sussex Court Sunbury 3429
Ph: 9216 5690 Fax: 9216 5699

Practitioner's name: DR RORY BARTLETT

Address: VINEYARD MEDICAL CENTRE (SEE STAMP)

Name (diagnosis) of disability, long-term illness and/or mental health condition of person being cared for:

COPD, hearing impairment, cognitive impairment, heart disease

Indicate condition of person being cared for:

☒ Hearing ☐ Vision ☒ Physical ☒ Neurological
☒ Medical ☐ Mental health ☐ Other: _____

Indicate duration of the condition of the person being cared for:

☐ 6 months ☐ 1 year ☐ 2 years ☒ Ongoing

Indicate impact of carer role on student:

☐ Fluctuating ☐ Constant ☐ Improving ☒ Degenerating

How does the disability, long-term illness and/or mental health condition impact on the carer/student's study?
(for example, fatigue, loss of concentration and attendance)

Sean has to take too many appointments, caring for both parents, requires daily attention, helping with bills/services/tax/aged care

Both parents require ongoing, increasing daily help and each have medical conditions which emergency and visits frequently occur.

I, the health care practitioner/provider, confirm that the above-mentioned student is a primary carer for a person with disability, long-term illness and/or mental health condition.

Practitioner's signature: [Signature]

Date: 2/4/19

Equitable Learning Services

Registration and supporting documentation form



Section B: to be completed by practitioner or health care provider of the person for whom you are the primary carer.

A 'primary carer' is defined as a person who provides the most informal assistance, in terms of help or supervision, to a person with a disability, long-term illness and/or mental health condition. The assistance must be ongoing, or likely to be ongoing, for at least six months and be provided for one or more of the activities of daily living, which include cognition or emotion, communication, health care, housework, meal preparation, mobility, paperwork, property maintenance, self-care and transport. This definition is from the 2003 Australian Bureau of Statistics Survey of Disability, Ageing and Caring.

Provider stamp/number

Dr Rory Bartlett
FRACP, MBBS, BScMedSci
Provider No. 446437J
Vineyard Medical Centre
2-6 Sussex Court Sunbury 3429
Ph. 9216 5000 Fax. 9216 5699

Practitioner's name: Dr Rory Bartlett

Address: VINEYARD MEDICAL CENTRE (SEE STAMP)

Name (diagnosis) of disability, long-term illness and/or mental health condition of person being cared for:

Polycystic disease, cognitive impairment, mobility issues, anxiety

Indicate condition of person being cared for:

☐ Hearing ☐ Vision ☒ Physical ☒ Neurological
☒ Medical ☒ Mental health ☐ Other: _____

Indicate duration of the condition of the person being cared for:

☐ 6 months ☐ 1 year ☐ 2 years ☒ Ongoing

Indicate impact of carer role on student:

☐ Fluctuating ☐ Constant ☐ Improving ☒ Degenerating

How does the disability, long-term illness and/or mental health condition impact on the carer/student's study?
(for example, fatigue, loss of concentration and attendance)

Sean has to take to many appointments, caring for both parents, requires daily attention, helping with bills/services/banking and car.
Both parents require ongoing increasing daily help and each have medical conditions when emergencies and need frequently occur.

I, the health care practitioner/provider, confirm that the above-mentioned student is a primary carer for a person with disability, long-term illness and/or mental health condition.

Practitioner's signature: [Signature]

Date: 2/4/19

LIBR1085 Information Discovery

Assessment Task 3 – Resource Guide

Subject **RMIT Spec, Con: Incomplete Application McIntyre, Sean Thomas 3778572 MC196 - App: SW1906981**
From <special.consideration@rmit.edu.au>
Sender <special.consideration@rmit.edu.au>
To <s3778572@student.rmit.edu.au>
Date 20-05-2019 16:09 PM



Our Aim Is Service

It is important that you
- Read all the information in this message.
- Check the assessment details listed for this application.

To correct any of the assessment details, or enquire about this message or application, SW1906981, please contact special consideration at special.consideration@rmit.edu.au by replying to this email.

General advice about special consideration is available on student information web pages on special consideration at <https://aus01.safelinks.protection.outlook.com/?url=www.rmit.edu.au%2Fstudents%2Fstudent-essentials%2Fassessment-and-exams%2Fassessment-and-exams%2Fspecial-consideration&data=0137c0137c37cad1298d96986454fbc3088d6dce9c9a097cd1323671cdbe4417bd4d4db24b51316b37c1&sd=VZ06Uj8K177nFm6c08K5mVvgr02nzHl127N%2863r7r>

STUDENT ID: 3778572
NAME: McIntyre, Sean Thomas

Dear Sean

We are sorry to read of your circumstances and take this opportunity to wish you well.

This is to acknowledge receipt of your application for special consideration on 17/05/2019 for the following:

1910, INTE2489, Information Organization - Assignment on 03/06/2019
1910, INTE2489, Information Organization - Assignment on 10/06/2019
1910, ISY51166, The Digital Information Environment - Assignment on 31/05/2019
1910, LIBR1013, Information Provision - Assignment on 03/06/2019
1910, LIBR1085, Information Discovery - Assignment on 03/06/2019

Your application is considered incomplete and cannot yet be assessed.

You are requested to provide further documentation within five working days of lodgement of your application to assist in consideration of your application or your application may be cancelled. If you are having difficulty obtaining this supporting documentation within this time, you may email (as reply to this message) explaining the reason and requesting additional time. Unfortunately, it is not possible to keep an application open for an extended period.

A) Please note, further supporting documentation is required:
- We note that you have attached and/or referred to your Equitable Learning Plan (ELP). We cannot see that we can grant your application using only your ELP and this is why we are requesting the further formal documentation as outlined in this message.

If you have any queries regarding the provisions of your ELP please contact Equitable Learning Services (ELS) directly for clarification.

B) The requested supporting documentation is:

FORMAL DOCUMENTATION - CARER RESPONSIBILITIES/HOSPITAL ATTENDANCE

Formal documentation to establish the circumstances of your application.

a) For carer responsibilities, this can be a carer's certificate completed by a relevant health professional identifying
• you as being the primary carer
• the person needing your care
• the period (date/s) in which you needed to be the primary carer.

b) For hospital attendance, you may request an attendance certificate from the hospital identifying your attendance, such as a patient in outpatient/emergency, accompany a patient to emergency, visiting an inpatient. The attendance certificate would identify
• the date/s of attendance (and, as relevant, the time/s)
• you as attending
• If attending to accompany or visit, the name of the person you are accompanying/visiting

KEY DETAILS FOR DOCUMENTATION

- Supporting documentation should be formal (i.e. on letterhead or on formal stationery) of the organisation/business providing the document. The document must be dated, signed and the name, title/position and contact details of the person completing the document should also be clearly displayed.

- Supporting documentation must be in English

If you have supporting documentation in a language other than English, you will need to submit a copy of the document as well as a copy of an authorised translation into English, completed by a NAATI-accredited translator.

HOW TO SUBMIT SUPPORTING DOCUMENTS

The best method for you to provide the requested supporting document/s is to scan or take a good resolution picture (such as by camera or mobile phone) of the whole document and:

- If your application starts with SW, log into the online application and upload a copy of the document/s. The 'SW' shows that you applied online and so can log back in and upload document/s as pdf or jpeg files (please do not do so after receiving the outcome).

You can also

- Email a copy of the document/s (as a reply to this message).
- Fax the document/s with your application number to (03) 9925 3070.
- Submit the document/s to the nearest RMIT Connect service point location in Melbourne.

Please keep the original if scanning or faxing a document. You may need to supply the original to assist in processing your application. You will be notified if the original is needed and advised on how to submit the document.

OTHER IMPORTANT INFORMATION

If your application relates to a request for an extension of time to submit assessment work (such as assignments, projects, essays, etc.), it is expected that you will continue to progress that work and do your best to submit it as soon as possible while your application is under consideration.

Yours sincerely

Justine

Special Consideration
Academic Registrar's Group
RMIT University

For further information on Special Consideration and Equitable Assessment Arrangements please refer to the following websites:

- Special Consideration: <https://aus01.safelinks.protection.outlook.com/?url=www.rmit.edu.au%2Fstudents%2Fstudent-essentials%2Fassessment-and-exams%2Fassessment-and-exams%2Fspecial-consideration&data=0137c0137c37cad1298d96986454fbc3088d6dce9c9a097cd1323671cdbe4417bd4d4db24b51316b37c1&sd=VZ06Uj8K177nFm6c08K5mVvgr02nzHl127N%2863r7r>

- Equitable Assessment Arrangements: <https://aus01.safelinks.protection.outlook.com/?url=www.rmit.edu.au%2Fstudents%2Fstudent-essentials%2Fassessment-and-exams%2Fassessment-and-exams%2Fspecial-consideration&data=0137c0137c37cad1298d96986454fbc3088d6dce9c9a097cd1323671cdbe4417bd4d4db24b51316b37c1&sd=VZ06Uj8K177nFm6c08K5mVvgr02nzHl127N%2863r7r>

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LIBR1085 Information Discovery

Assessment Task 3 – Resource Guide

Subject **Availability - absence due to carer/hospital | Re: IM Program update | Equitable Learning Plan - MC196 - Ref:MSG8727399**



Our Aim Is Service

From Sean McIntyre | Wise Words Media
<sean.mcintyre@wisewords.com.au>

To Paul Merdeca
<paul.merdeca@rmit.edu.au>

Cc <elizabeth.tait@rmit.edu.au>,
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Reply-To <sean.mcintyre@wisewords.com.au>

Reply-To <sean.mcintyre@wisewords.com.au>

Date 15-05-2019 09:24 AM

- 20160800_Callumny Films_Email_Sig=02 |a nes (1) (1).jpg (~53 KB)
- Wise Words Media_Email_Signature_ (1).jpg (~594 KB)
- 20190404_Equitable Learning Plan - Sean Thomas McIntyre - 04-04-2019.pdf (~6 KB)

Good morning Paul

Apologies for not formatting this email subject heading correctly.

My Dad was admitted unexpectedly to Sunshine Hospital early hours Saturday 11 May 2019. His procedure is tomorrow and recovery period stated is 6 weeks (unconfirmed).

Not knowing this would transpire, I'd already alerted Lizzie and Sue (Wed 8 May 2019) I would be absent for their remaining classes (see below).

However to see out the Semester, best I confirm now I won't be able to attend any classes for all subjects I'm enrolled in.

I'm fully committed to complete the semester in an offsite/online capacity. To date, I've achieved results above expectations and am determined not to let these come to nothing.

re: Equitable Learning - I'd registered in my capacity as carer for parents in Mar/Apr 2019. Martin Kelly (RMIT Connect) said to add the doc each time I'm emailing and mentioning carer commitments. Hope this is ok, let me know if not.

You are welcome to call me any time should you require further information.

I will do my best to complete any extra required paperwork for extensions to remaining assessments during this week.

Thanks for considering my query/update. Apologies for inconvenience.

cc Lizzie, Daniella, Sue, Huan - apologies I am unable to notify/email you separately due to time constraints/carers commitments.

cc Huan - Are you able to call me on Friday morning re: group assessment Task 2 please? I will email my group colleagues either today or tomorrow.

cc Martin Kelly, RMIT Connect - thanks for assistance. However, the document is incorrect, I am not disabled, nor suffering mental illness or other conditions listed. As I explained: I am sole, fulltime carer for both parents. Can you please edit/amend document to correctly reflect my circumstances and family role as carer for both parents simultaneously.

Sean McIntyre

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Assessment Task 3 – Resource Guide

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- [LinkedIn - Wise Words Media](#)
- [LinkedIn - Callumny Films](#)

- s3778572
- LIBR1085 Information Discovery
- LIBR1013 Information Provision
- iSYS1166 The Digital Experience
- INTE2489 Information Organisation
- Availability - absence due to carer/hospital
 - Father - admitted to hospital Sat 11 May 2019, 6 weeks recovery
 - Mother - ongoing care, Parkinsons Disease

Equitable Learning Plan - MC196 - s3778572 - Sean Thomas McIntyre

- Ref:MSG8727399
 - Martin Kelly
 - Equitable Adjustment Advisor

----- Original Message -----

Subject: Availability - Thurs | Re: Week 9 tutorial - Presentation from IM Librarian: Information Provision (1910)
Date: 08-05-2019 18:07 PM
From: Sean McIntyre | Wise Words Media <sean.mcintyre@wisewords.com.au>
To: Elizabeth.Tait@rmit.edu.au, daniella.hutchings@rmit.edu.au
Cc: s3778572 <s3778572@student.rmit.edu.au>
Reply-To: sean.mcintyre@wisewords.com.au

Hi Daniella and Lizzie

Thanks for info below - will Wendy's presentation material be available at all afterwards? No probs if not as perhaps I can arrange to see her and/or Daniella for quick review if required.

I'm also writing re: Availability:

- I'm not likely to be coming along Thurs & Fri's weekly through to end Semester. If you don't see me in class, haven't dropped out/disappeared, just rationalising time vs carer commitments in Sunbury
- Will be Tues & Wed classes for sure - no change there

Thanks Lizzie earlier advice re: Equitable Learning - I've registered in my capacity as carer for parents. The bloke said to add the doc each time I'm emailing and mentioning carer commitments. Hope this is ok, let me know if not. Absence on Thurs/Fri's will not affect my ability to meet assessment deadlines.

Many thanks

On 10-05-2019 16:17 PM, Paul Mercieca wrote:

Dear IM students,

As we are fast approaching the end of Semester 1, this email is to update you on coming events and program planning.

1/ IM Informal Social

It has become a bit of a tradition for students and staff from the IM programs to end the semester with an informal social gathering. As we now have the Oxford Scholar reopened, we would like to suggest that we meet at the Scholar after the Information Provision class in Week 12 (Thursday 30th May).

Lizzy has indicated that the class should finish 4:15ish, so we suggest meeting from 4:30 onward. All IM students are welcomed, so come and finish the semester with a (self-funded) drink.