



1. General Course Information

1.1 Course Details

Course Code:	1061LHS
Course Name:	Ideas, Issues & Inquiry
Trimester:	Trimester 3, 2019
Program:	Diploma of Arts and Communication
Credit Points:	10
Course Coordinator:	Dr Kristy Seymour
Document modified:	10/10/19

Course Description

This course introduces a range of ideas that concern the humanities and social sciences, exploring key cross-disciplinary concepts. Different aspects of human experience provide a focus for students to encounter modes of inquiry that enable social, cultural and communications scholars to engage flexibly and constructively with major contemporary issues as well as the global, local and personal challenges they present. *Ideas, Issues and Inquiry* examines the question, "What does it mean to be human now?" The course introduces you to how the humanities and social sciences, with their many related areas of study, can provide disciplinary and interdisciplinary perspectives on a range of key issues facing the contemporary world. Four key modules provide a context for the course content:

- The Idea of Humanity
- Identities and Communities
- Values, Beliefs and Politics
- Big, Complex Issues

Through readings, focus questions, lectures (one hour per week), tutorial activities (two hours per week) and workshops (1 hour per week), resources and assessment tasks, we demonstrate how different approaches used in the humanities, social sciences, cultural studies, arts and media can be used to think, question, research, and share ideas in scholarly and creative ways. Approaching this course well-prepared, openly and flexibly, you can all enrich your understandings about yourselves and others; about society and culture; and about the personal, local, regional and global challenges and opportunities we currently face regarding our responsibilities towards other humans; and how we exercise stewardship in relation to the Earth and the other species with which we share it.

As a core course in the Diploma of Arts and Communication, a central aim of *1061LHS Ideas, Issues and Inquiry* is to help students make informed choices about their developing interests and potential majors or minors. Students will gain valuable insights into how scholarly concepts and methods from humanities and social sciences can help you to engage with the human, social and cultural questions that interest or concern you in your field/s. This course gives you the opportunity to see humanities and social sciences disciplines in action, gaining insights into specialist fields, and appreciating how interdisciplinary work draws on several ways of thinking in order to deal productively with complex challenges. Your tutor will help you revisit content and concepts encountered in the lectures and resources. Tutorials will also provide opportunities to contribute to each other's learning by raising other matters that concern you and your peers. They will assist you in preparing for assessment and encourage you to reflect on your learning.

The assessment tasks are designed to enable you to use and review your developing knowledge about the ideas, issues, concepts, processes, methods and disciplines explored in the course. In responding to the assessment tasks you are warmly encouraged to draw on your own interests and concerns *as relevant to the course*. We stress that if you have any concerns about how you are undertaking a task, you should be comfortable about discussing your ideas with your tutor.

Assumed Knowledge

There is no assumed knowledge for this course.

1.2 Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Name	Email
Dr Kristy Seymour	Kristy.seymour@staff.griffithcollege.edu.au

1.3 Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the "Support and Services/Teacher Consultation Times" link.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

Class Contact Summary

- Lecture: 1 hour
- Tutorials/ Workshop: 3 hours

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

The aims of this course are to:

- develop your understanding of the ways in which the humanities and social sciences engage with significant issues of human existence;
- appreciate the importance of informed thinking about pressing contemporary challenges in society and culture;

- demonstrate how a variety of humanities and social science disciplines make use of divergent and convergent approaches to exploration of ideas within and across fields of study;
- engage with a range of methods of inquiry that lead to graduate attributes of strong research and communication skills.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Work collaboratively to investigate questions that arise in the consideration of humanity, identity, community, values and challenges facing the contemporary world.
2. Explore significant issues of human existence through skills and processes of inquiry, reflection and creative thinking.
3. Understand a range of ways in which key areas of study in the humanities and social sciences work with knowledge separately, together and in interdisciplinary contexts with other fields.
4. Build on concepts and processes you have learned, reflections about yourself and your interests, and your developing social and cultural concerns, to identify potential career pathways.

2.3 Generic skills

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills	Taught	Practised	Assessed
Written Communication	Yes	Yes	Yes
Oral Communication		Yes	Yes
Information Literacy	Yes	Yes	Yes
Secondary Research	Yes	Yes	Yes
Critical and Innovative Thinking	Yes	Yes	Yes
Academic Integrity	Yes	Yes	Yes
Self Directed Learning		Yes	Yes
Team Work		Yes	Yes
Cultural Intelligence	Yes	Yes	Yes
English Language Proficiency		Yes	Yes

3. Learning Resources

3.1 Required Resources

You will be provided with a list of readings made available on the MyStudy course site for 1061LHS.

3.2 Recommended Resources

You will be provided with a list of readings made available on the MyStudy course site for 1061LHS.

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Learning Information

Attendance

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Class

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Materials

Lecture notes will be made available to you in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

Teacher and course Evaluation

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.

4. Learning and Teaching Activities

4.1 Weekly Learning Activities

Week	Topic	Learning Outcomes
Module 1: The idea of humanity		
1	<p>What is humanity?</p> <p>The lecture will introduce different perspectives for thinking about the idea of 'humanity' as we might encounter it in the humanities and social sciences, as well as in other everyday and disciplinary contexts.</p> <p>FOCUS QUESTIONS:</p> <ul style="list-style-type: none"> • What are some of the main characteristics of being human? • What might we need to understand more about in order to think about these things? • What have you encountered about how various people and disciplines think about humans in relation to other species? (e.g. humanities, sociology, arts, biological and environmental sciences, medicine, politics and philosophy) • Do some of these perspectives interest you more than others? 	1, 2, 3
2	<p>The art of being human: Language</p> <p>This lecture returns to issues raised in the first lecture to delve more deeply into that most central of human capacities - complex language, what it is and how it works. It will involve learning a bit about semiotics, or how to think about language as a sign system. There are some fairly challenging ideas, but they are introduced in a fun way</p> <p>FOCUS QUESTIONS:</p> <ul style="list-style-type: none"> • How does a more sophisticated understanding of how language works help us to consider the art of being human? • How might the ideas explored in the lecture help you to work more effectively in the professional and creative areas that interest you? • Why is the question of difference so important to how language works? • How might ideas about difference help us to exercise our humanity in more thoughtful and caring ways? 	1, 2, 3
3	<p>The arts of humans: Telling stories</p> <p>The lecture will introduce perspectives about storytelling; how creativities, old and new, are used to question, explain, represent and share cultural and social insights</p> <p>FOCUS QUESTIONS:</p> <ul style="list-style-type: none"> • What kinds of creative expressions and/or activities appeal to you most, and why? 	1, 2, 3, 4

	<ul style="list-style-type: none"> • Why, and even how, do you think telling stories became so significant to humans? • Why does imagination matter? • How does the work of creative and performing artists help us to explore our humanity and our world? 	
Module 2: Identities and communities		
4	<p>Identities</p> <p>The lecture will introduce some current ideas about how we form personal and group identities from social and cultural perspectives while helping you to discover a few key theoretical insights</p> <p>FOCUS QUESTIONS:</p> <ul style="list-style-type: none"> • How do personal identities come into being in relation to social, cultural and material experiences? • Why and how do we need to understand that the body is central to identity? • How and why do we bring our personal identities into various collective arrangements with others? 	1, 2, 3, 4
5	<p>Communities</p> <p>The lecture will explore how cultural and social insights and theories can contribute to understandings about communities: how and why they form; how they relate to personal and group identities; and how we can live effectively, productively, creatively and supportively as members of communities.</p> <p>FOCUS QUESTIONS:</p> <ul style="list-style-type: none"> • What do the words 'communities' and 'community' mean to you? • What are some of the many different ways in which we think, talk, create and express ourselves about 'communities'? • What kinds of different communities do you participate in? • Is 'community' always an inclusive term? • How can differences become sources of strength? 	1, 2, 3, 4
6	<p>Identities, communities, time and history</p> <p>This week we will explore the relationships between how our ideas about time, history, culture and ideas, contribute to our sense of identity, as individuals and/or community members.</p> <p>FOCUS QUESTIONS:</p> <ul style="list-style-type: none"> • What interests you about the ideas of time and history? • Why does it matter that we think about time and history? • What has this task helped you to observe about the influence of personal and/or community histories on identities? • How do our ideas about identities and communities influence how we think about ourselves in relation to history? 	1, 2, 3, 4
Module 3: Values, beliefs, politics		
7	<p>Values, beliefs, politics: An overview</p> <p>The lecture will investigate the formation and re-formation of values and beliefs in personal and collective settings. It will suggest the connections between how we think about ourselves and how we behave towards each other and in</p>	1, 2, 3, 4

	<p>relation to the world. It will raise questions about why personal and community values matter in contemporary public and private life</p> <p>FOCUS QUESTIONS:</p> <ul style="list-style-type: none"> • Did you mainly receive your values and beliefs as part of a family and/or community 'package'? Were you encouraged and helped to come to your own ways of thinking about things? Or both? • Do you find as you mature that you more actively reconsider what you may have 'absorbed' or 'received' in relation to what you have increasingly experienced? • Are there tensions between your personal values/beliefs and how you perceive public and/or political life? • How can individuals and interest groups contribute constructively to public life? • Are there other ways to make a difference? 	
8	<p>The role of media</p> <p>This lecture will consider the question of the independence of news and current affairs media, with a particular emphasis on Australia but also, given the current international climate, with reference to international contexts. The core recognitions for you will involve the relationships between an informed, active media sector and a well-functioning democracy.</p> <p>FOCUS QUESTIONS:</p> <p>Why do we need governments? Why do we need politics? Why do we need a free press?</p> <p>What difference do political institutions, such as parties and governments, make to human lives? What are some of the ways in which the relations between media and politics impact on citizens? How can we develop more confidence about our capacity to form relatively accurate perspectives regarding politics, values and beliefs?</p>	1, 2, 3, 4
Module 4: Big, complex issues		
9	<p>Migration</p> <p>This lecture will focus on some of the major issues currently confronting us globally, nationally and in local communities. In particular, we will consider the large-scale displacement of people through, for example, conflict and famine; the so-called 'refugee crisis' and migration. In thinking about such issues, you are likely to revisit some insights, ways of thinking and approaches we have introduced in the course so far, and be offered some further ways of addressing difficult issues without becoming overwhelmed, angry or feeling helpless.</p> <p>FOCUS QUESTIONS:</p> <ul style="list-style-type: none"> • What are some of the human stories that inform displacement, migration and asylum seeking? • How can the humanities and social sciences work effectively and imaginatively with other experts and disciplines in helping to manage national and international movements of people and enrich their futures? 	1, 2, 3
10	<p>Terrorism and human security</p> <p>This lecture will explore the question of global terrorism, drawing on range of approaches from the humanities and social sciences in order to demonstrate how important it is to deal with the issue from an informed position. When it</p>	1, 2, 3, 4, 5

	<p>comes to matters central to human security, understanding causes and contexts is vital to the development of effective responses.</p> <p>FOCUS QUESTIONS</p> <ul style="list-style-type: none"> • What are the human stories that inform terrorism, its context and its effects? • How can and do various fields in the humanities and social sciences help us to understand and respond to the contexts and effects of human insecurity? • How do various disciplines in the humanities and social sciences help us to understand and respond to this issue? 	
11	<p>Big, complex issues: you can contribute</p> <p>This lecture is driven by you. The lecturer will invite you to raise ideas, issues and questions that currently concern you most as confronting the world, other species and humans - from the very local to the cosmic. Drawing on theories, methods and approaches we have introduced for you during the course, and maybe throwing in some further ideas, the lecturer will demonstrate how the arts and culture, humanities and social sciences can enrich our capacities to understand what we are dealing with and help us to respond to it as effectively as possible on the basis of our developing skills.</p> <p>FOCUS QUESTIONS</p> <ul style="list-style-type: none"> • What are the 'big issues' that currently concern you most? (Think of these as 'big issues' from YOUR point of view, not what you think we want to hear, or what you think you should say because you're in the last weeks of a university course.) • When you think about these issues, what feelings do you experience? • What are the human stories related to 'big issues' that have particularly affected you in recent times? • What are the stories about the natural world and built environment that have particularly affected you in recent times? 	1, 2, 3, 4
12	<p>Where to next? Ideas, issues, inquiry and you</p> <p>The lecture will draw together the threads of the course, suggesting how the various aspects of it can play a part in your lives. This might be in terms of things you would like to understand; the ways in which you would like to contribute to change; the differences you would like to make in the world; perhaps what your major/s or minor/s might be and where those might take you in terms of future careers/contributions</p> <p>FOCUS QUESTIONS</p> <ul style="list-style-type: none"> • What ideas did you get most interested in or excited about? • What issues concern you most in terms of the future? What do you need to know more about to make choices about the future (in terms of study, career, life)? • How can you find out what you need to know? 	1, 2, 3, 4

5. Assessment Plan

5.1 Assessment Summary

Item	Assessment Task	Weighting	Learning Outcomes	Due Date
1	Group presentation	30%	1, 2, 3	From Weeks 4-8
2	Reflective Journal	30%	1, 2, 3, 4	Weeks 4 & 10
3	Research Project	40%	2, 3, 4	Week 12

5.2 Assessment Detail

Task 1: Group presentation

Learning Outcomes Assessed: 1, 2, 3

Due Date: From weeks 4-8

Weight: 30%

Marked out of: 100

Length: 5 minutes per person

Task Description:

This is a tutorial presentation undertaken in small groups of 2-4 students, with each student speaking for five minutes. Your group will decide on a focused topic under one of the three broad themes that inform the course modules:

1. The Idea of Humanity.
2. Identities and Communities.
3. Values, beliefs and politics.

The presentations will take place during tutorials. Organise your session on the basis of 5 minutes of presentation time per person. (That is: two people, 10 minutes; three people, 15 minutes; four people, 20 minutes).

Criteria & Marking:

In marking the Group Presentation we will be looking for evidence that your group has:

- Worked effectively as a group and each made an equitable contribution to preparation and presentation.
- Drawn on course readings and appropriate extended research to contextualise and explore your focused topic.
- Made use of appropriate perspectives, concepts and processes covered in lectures and tutorials as relevant to your focused topic.
- Thought carefully, critically and sensitively about your topic, your research and your presentation content.
- Prepared stimulus material that is appropriate to your topic in content, style and modes of presentation.
- Helped the class to think about the issues you raise and to understand more about the cultural and social contexts relevant to your topic.
- Encouraged your peers to participate in focused discussion.
- Used correct conventions of referencing, citation and bibliography in your one page submission and respected your sources by acknowledging them in Powerpoint, Prezzi etc where appropriate.
- Met all formal requirements for the task, including the designated time limits.

Submission: Oral presentation in class according to a schedule prepared by the tutor on the basis of student choices, AND a supporting document submitted through Turnitin submission point in MyStudy at least 24 hours prior to the presentation.

Task 2: Reflective Journal

Learning Outcomes Assessed: 2, 3, 4

Due Date: weeks 4 & 10

Weight: 30%

Marked out of: 100

Length: 6 x 200 words (1200 words in total)

Task Description:

Your task is to choose 6 weekly topics across Weeks 1-10 of the trimester and to produce six short Journal entries (approximately 200 words) in which you reflect in your own words on what interested (or challenged) you about each of your six chosen topics.

Each reflection should demonstrate that you have thought about your topic using one or two of the Focus Questions for the week in question. The Focus Questions are provided for each week in the Content Schedule section of the Course Outline.

Your entries are to be submitted sequentially in the Mystudy course site submission point.

The first two (2) entries must be submitted by the end of Week 4. Tutors will provide formative feedback (i.e. comments) and you will have an option to resubmit the entries if the feedback suggests that your work will benefit from improvement. The remaining four (4) entries must be submitted by the end of Week 10. (There is no option for resubmission on these entries.)

Criteria & Marking:

Your Reflective Journal Entries should:

- Be the required length and be submitted as requested;
- Demonstrate that you have reflected on the course content, concepts and processes that you found most interesting, using one or two of the focus questions to help manage the process;
- Indicate that in reflecting on your chosen topics you have tried to think carefully and critically with balance and sensitivity;
- Reveal awareness of values of social justice and equity in content and expression;
- Contain evidence of your reflection on your own learning and on the value of self-directed learning in the form of reflective journal entries/notes;
- Achieve an appropriate standard in execution and presentation.

Submission: via Mystudy

Task 3: Research Project

Learning Outcomes Assessed: 1, 2, 3, 4

Due Date: Week 12 Weight: 40% Marked out of: 100

Length: Approximately 1500 words

Task Description:

This is self-directed, research-based learning focusing on the course topics of Identities, Communities, Time and History. You will have an informal conversation with an older person to inform a written outcome that you will develop in response to that conversation. The task is shaped by your interests and those of your conversationalist. It offers you a wide, negotiable choice of formats/styles for your response.

The main aim of the Research Project is to help you to think about how people's ideas about history and time intersect with their sense of personal and/or community identity. Your core research activity is to have an informal conversation with someone who is at least 20 years older than you in order to explore his or her ideas about time, history and identity. This person might be a friend, relative, colleague, workmate, neighbour, member of a community with which you are involved. (Mature students, non-local students and students with particular health needs – see additional advice in class.)

You have a wide choice of formats and styles to present the outcomes of this self-directed research. For example, it might be:

- a connected series of anecdotes;
- an article written as if for a local newspaper, on-line site, or local history resource;
- an informal, expressive essay;
- a short story;
- a personal narrative or a memoir for children or grandchildren about an aspect of

- your conversationalist's life;
- a short script;
- a comic strip; or
- another form of creative or expressive response negotiated with your tutor.

Criteria & Marking:

In marking your work, we will be looking for:

- Consideration and application of the concepts of time, history, identity and community.
- Engagement with the history and identity of the person you talk with in ways that are of interest to you but also provide evidence that you have been sensitive to what emerged as important to your conversationalist during your talk.
- Evidence that in you have thought about how to develop a coherent relationship between the concepts/issues you found most interesting about time and history; the things to which you responded most strongly as a result of your conversation with an older person; and your choice of response to that conversation in terms of format, style and structure.
- Evidence of use of other ideas, concepts and strategies raised by the course content as appropriate for your response to your conversation.
- Evidence that the idea of inquiry has entered into your work on this task, including use of course readings as appropriate and relevant to support your project response and further research as appropriate and relevant to support your research project.
- A thoughtful, imaginative approach to the task.
- Effective use of the form of response you decide to develop including a high standard of presentation.
- Full and correct citation and referencing.
- Meeting the word length and submission requirements.

Submission: via MyStudy

5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

5.4 Other Assessment Information

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Requests for extension

To apply for an extension of time for an assignment, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Return of Assessment Items

1. Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.
3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

Academic Integrity Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > Academic Integrity Policy

Reasonable Adjustments for Assessment – The Disability Services policy

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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