



1. General Course Information

1.1 Course Details

Course Code:	1523QCA
Course Name:	Drawing for Design
Trimester:	Trimester 2, 2020
Program:	Diploma of Design
Credit Points:	10
Course Coordinator:	Dr Jennifer Sanzaro-Nishimura
Document modified:	22 May 2020

Course Description

Drawing is a fundamental means of visual research, visual communication and explanation that has the ability to transcend barriers of language, time and culture. It has the immediate capacity to depict unseen thoughts and condense the power of a subject or idea into a tangible form that is easily communicated to others. This course aims to develop critical thinking, observation and visual communication skills through the acquisition of creative visual strategies, drawing techniques and a culture of drawing as visual research practice. The course content recognises drawing the human form, designing from nature and three dimensional drawing as equivalent to visual research, critical and conceptual thinking. All of this content is underpinned by the concepts, emergent challenges and opportunities to develop sustainable design perspectives and initiatives.

Assumed Knowledge

There are no pre-requisites for this course.

1.2 Teaching Team

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

Name	Email
Dr Jennifer Sanzaro-Nishimura	jennifer.sanzaro-nishimura@staff.griffithcollege.edu.au
Dr Philip Whiting	philip.whiting@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 will be published on the Griffith College Portal on the course site.

1.4 Timetable

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

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

Throughout the course you will develop essential drawing skills for observation, visual research and analysis. You will also develop drawing skills that allow you to confidently communicate visually or explain the intent of ideas. You will employ drawing and conceptualising skills in design research, develop and communicate design solutions to others. You will collaborate in developing two-dimensional design concepts into three-dimensional design projects.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Illustrate strategies of observation through a range of drawing processes.
2. Identify fundamental design elements, principles and visual grammar through visual practice.
3. Analyse visual and textual information on a social issue relevant to a design project.
4. Present two-dimensional and three-dimensional visual research using a range of explanatory drawing techniques and formats.









2.3 Generic Skills and Capabilities

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 and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	✓
Creative and future thinking		✓	✓	✓
Social responsibility and ethical awareness		✓	✓	✓
Cultural competence and awareness in a culturally diverse environment			✓	



3. Learning Resources

3.1 Required Learning Resources

Digital readings will be made available on the My Study course site

3.2 Recommended Learning Resources

- CHING F., 2003 **Architectural Graphics**, John Wiley, New York (QCA Library NA 2708 .G65 1996)
- CHING F., JUROSZEK, 2010 **Design drawing** [electronic resource]
Imprint Hoboken, N. John Wiley & Sons, (<http://librarycatalogue.griffith.edu.au/record=b1776033>)
- DAVISON, AIDAN, **Technology and the Contested Meanings of Sustainability**, Albany, NY: State University of New York Press 2001 (QCA Library T14 .D29 2001)
- DE SAUSMAREZ, M., 2002 **Basic Design: The Dynamics of Visual Form.**, A & C Black, London (QCA Library N7425 .D47 2002)
- DOYLE M.E., 1981 **Color Drawing**, Van Nostrand Reinhold Co. New York (QCA Library NC892 .D69 1999)
- DUBERY. F., 1983 **Perspective and other drawing systems**, Herbert Press, London. (QCA Library NC750 .D8 1983)
- GOLDSTEIN N., 1999 **Figure drawing: the structure, anatomy, and expressive design of human form**, Prentice Hall, Upper Sadler River, N.J. (QCA Library NC765.G64 1999)
- PIPES, ALAN, 2007 **Drawing for Designers. Drawing skills, Concept sketches, Computer systems, illustration, Tools and materials, Presentations, Production techniques**, Laurence King Publishing, London (ISBN 978 1 85669 533 6)
- POWELL D., 1990 **Presentation Techniques. A guide to drawing and presenting design ideas**, Orbis Publishing, London. (QCA Library TS171 .P6 1990)
- PRENZELL R., 1982 **Working & design drawings**, Karl Kramer, Stuttgart (QCA Library NA2708 .P73 1982) RAYNES J., 1993 **Figure drawing & anatomy for the artist**, Mitchell Beazley, London (QCA Library NC765 .R39 1993)

SENNETT, RICHARD, 2008 *The Craftsman*, New Haven: Yale University Press. (QCA Library BJ1498.S46 2008) SIMMONS S., 1977 *Drawing: The Creative Process*. Prentice Hall, New York (QCA Library NC730 .544 1977) SIMPSON I., 1997 *Encyclopedia of Drawing Techniques*, Simon & Schuster, New York (QCA Library NC730 .55 1987)

SLADE C., 1997 *Encyclopedia of Illustration Techniques*, Simon & Schuster, Australia (QCA Library NC845 .S58 1997)

TREIB, MARK (ed)., *Drawing/Thinking: Confronting an Electronic Age*, London; New York: Routledge, 2008 (QCA Library NC 715 .D73 2008)

UNGER, T., 1985 *Rendering In mixed media. Techniques for concept presentation for designers and illustrators*, Watson Guptill Whitney. New York. (QCA Library NC878 .U5 1985)

WALKER, STUART & GIARD, JACQUES, 2013 *The Handbook of Design for Sustainability*, Bloomsbury, London, New York, Sydney ISBN: 978-0-8578-5852-8

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 academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

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 Information about your Learning

Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to 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 Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. 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 Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find the learning content, learning activities and learning experiences. Actively working your way through these course learning materials together with your lecturer or tutor will prepare you to succeed when completing the evidence of learning (assessment).

Students should ensure they have the basic drawing equipment needed to complete the course:-

A4 Visual diary for homework practice drawings, process work, experimentation & related research (inexpensive 150-220 gsm paper). A3 cartridge

sketchblock for studio/tutorial in-class work (inexpensive 150-220 gsm paper)

Lead/graphite pencil Pencils (HB, 2B, 4B, 6B)

A range of black fine-line markers

Scale ruler - 300mm

Adjustable set square or 45 degree and 60/30 degree set squares (optional)

Putty eraser/Plastic eraser

Additional Material/Media requirements during the trimester:

Charcoal (soft compressed or willow) and/or Conte Crayons (Black, white, sepia)

Colour pencils including white - good quality such as Prisma, Derwent or Faber Castell

Water colours, Felt pens, Pastels (optional)

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your lecturer or tutor. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, 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 Content, Learning Activities and Learning Experiences

4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

	Learning Content 	Learning activities 	Learning experiences 	Evidence of learning 	Learning outcome 
Module 1: Strategies and Techniques for Observational Drawing					
1	Content: Line, Shape, Space & Form: Defining shape, space and form - positive & negative space/forms through contour line, tone & texture.	Investigating Contour line and tone to define space, shape, form, tone & positive & negative space/form	Exercises to develop skills defining shape, space, form & tone; positive & negative space/forms using contour line		1
2	Visual Language: Composition, Sighting, measuring, Elements & Principles of Design	Sighting and measuring- gauging space, structure, shape & form relationships and distances. Composition- Elements & Principles of Design- visual grammar rules	Exercises in- measuring and sighting techniques; application of rules of visual language (Elements & Principles of Design); use of composition & juxtaposition to create dialogue.		1
3	Composition: Tone, Texture, Volume & Light source to Generate 3D impressions	Exploring Composition through visual organisation and arrangement. Techniques of tonal drawing for texture and atmospheric perspective.	Development of observation and analysis skills through drawing and describing volume and mass using light source, tonal blending and hatching/texture.	Assessment 1: Interim drawing progressive assessment of fundamental skills and techniques learnt in weeks 1, 2 & 3. Due Week 3	1
Module 2: Fundamental Design Elements, Principles & Visual Grammar					
4	Colour and Tone- Psychology of Colour, Colour Theory	Investigating Techniques for drawing coloured objects; the relationship of colour and true Primary colours; Chromatic scales; colour mixing and colour theory	Cognitive exercises in colour to explore line, tone, texture and contrast using colour & Colour mixing & colour terminology		1, 2
5	Life Drawing- Human Form: Mapping the Human figure and scale; Identifying the importance of figure drawing as Visual	Introducing mapping of the Human figure, measuring and indicating scale and proportion in drawing; identify the importance of the Human figure to indicate scale/	Map the Human form using scale, line & tonal and measuring sighting techniques (from weeks 1-3), draw the figure creating volume through tone & colour		1, 2




	Research for design.	proportion in Visual Research for design.			
6	Life Drawing- Ethnographic Drawing: Ethnography- Movement and Embodiment	Investigating the mechanics of the human body & its interaction with the environment; Observations of the figure in the environment, proportion, continual motion and implied movement. Introduction to Portfolio 2: Emergency Relief Structure Research brief for assessment 3 & 4	Analysis of the simplified Human Form through critical observation and live visual research drawings. Capture gesture & movement, explore proportion, and embodiment	Assessment 2: all tutorial and home work completed from weeks 1-6 Portfolio 1- Demonstrated evidence of drawing practice, creativity & innovation; continued development of observational, and analytic skills in visual diary and tutorials. Due Week 6	1, 2
	Module 3:	Design Research using Visual and Textual Analysis for Project Based Design Drawing			
7	Drawing Systems: Orthographic Projections oblique and isometric views of 3D objects, perspective drawing of 3 Dimensional objects	Investigating one and two point perspective, oblique and isometric views of 3D objects. Design development process and presentation for studio projects.	Single & two point perspective exercises & oblique and isometric views of 3D objects. Develop concept drawings for Design Concept visualisation project.		1, 2, 3
8	Drawing Systems: Single and Two Point Perspective, drawing of 3 Dimensional objects	Investigating one and two point perspective, oblique and isometric views of 3D objects. Design development process and presentation for studio projects.	Single & two point perspective exercises & oblique and isometric views of 3D objects. Develop concept drawings for Design Concept visualisation project.		1, 2, 3
9	Strategies for Design Research: Visual and Textual Analysis of design strategies- What, why, when, where, how?	Examining Design Research strategies through textual & visual methods- brain -storming & mind mapping plus ideation sketches. Simple Plan and orthographic drawings including-	Explore brainstorming & mind mapping for Design Concept project; discuss and develop ideation drawings, thumbnail sketches & drawings for manufacture and construction, as	Progressive assessment- Assessment 3: Design Research Paper- Due Week 9 (Basis for Assessment 4: Portfolio 2-	1, 2, 3

		perspective, isometric, oblique and axonometric views. Discuss findings of Visual Research paper and applying it to design project.	storyboard sequence for presentation	Social Issue Concept Design Project)	
Module 4: 2D and 3D Design Concept Realisation					
10	Drawing Systems: Complex One and Two Point Perspective, oblique and isometric views of complex of 3 Dimensional objects	Investigating complex one and two point perspective views and Orthographic oblique and isometric views of complex 3D objects. Discuss distribution of tasks for Design Concept Project.	Single & two point perspective exercises; oblique and isometric views of complex 3D objects for graphic, product, interior design and architecture. Refinement of final visualisation drawings for Design Concept project. Allocation of tasks between group members.		1, 2, 3, 4
11	Presentation as Narrative Structure: the storyboard sequence of the design	Finalising Design Concept Visualisation project- Reviewing, refining, reworking of plans. Reviewing of final project for presentation storyboard and discussion	Finalise preparation of Design Concept Visualisation project- include concept and development & drawing plans for 3D scale model/ plans for manufacture; construct storyboard sequence for presentation. Review Group project, finalise any unfinished components and create presentation PowerPoint		1, 2, 3, 4
12	Submission Assessment 4: Social Issue Design Concept Visualisation Project Presentation	Online and/or Studio Presentations of Group projects & submission of final Design Concept Visualisation project as a PowerPoint. Group and Individual work to be submitted electronically.	Online and/or Studio Presentations of Group projects & submission of final Design Concept Visualisation project as a PowerPoint. Group and Individual work to be submitted electronically.	Assessment 4: Portfolio 2- Social Issue Design Concept Project PowerPoint Due individual research and presentation. All Group and Individual work to be submitted	1, 2, 3, 4



5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

				
	Evidence of learning	Weighting	Learning outcome	Due Date
1	Interim Drawing Assessment	20%	1	3
2	Observational and Analytical Freehand Drawing: Portfolio 1	30%	1, 2	6
3	Design Research Paper	20%		9
4	Design Concept Project: Portfolio 2	30%	1, 2, 3, 4	12

5.2 Evidence of Learning Task Detail

ASSESSMENT ITEM 1

Type: Interim Drawing Assessment

Learning Objectives Assessed: 1

Due Date: Week 3

Weight: 20%

Task Description:

This is an interim assessment of fundamental skills and techniques learnt in weeks 1, 2 & 3. This is a preliminary introduction to preliminary drawing skills and techniques. Students are required to attend all studio sessions and work to produce a portfolio of outcomes during the tutorials as directed. This body of work equates to 9 hours commitment. In addition to the exercises completed during the tutorials, students are expected to commit a further 21 hours to the production of a series of drawings reinforcing and developing the skills acquired in the studio.

ASSESSMENT ITEM 2

Type: Observational and Analytical Freehand Drawing (**Portfolio 1**)

Learning Objectives Assessed: 1, 2, 3, 4

Due Date: Week 6

Weight: 30%

Task Description:

This module continues the development of observational research and analytic skills from weeks 1, 2 & 3 through an examination of the 3D structures including the description of shape, form, proportion, mass and volume. Life Drawing (figure drawing) will also be introduced as part of the final portfolio1. Tutorial work is supported by assessable practice drawings completed in your own time as homework Assessment will be progressive. You will be assessed on evidence of drawing practice, creativity and innovation, visual diary practice exercises and visual research through drawing.

Criteria & Marking:

- Depth & quality of 3 Dimensional Shape & Form
- Depth & quality of Visual Enquiry
- Quality of Media Skills & Techniques

Drawing exercises carried out in the studio must be completed using individual sheets of A3 paper. Homework practice drawings must be completed in an A4 Visual Diary and clearly demonstrate both your understanding and continual drawing development through practice in your own time.

* 6 Sets of weekly studio tutorial drawings: Including Line & Shape; Visual Language, Tone & Volume; Colour & Tone; Life Drawing (Weeks 1-6)

* 5 Sets of weekly homework practice drawings: Including Line & Shape; Visual Language, Tone & Volume; Colour & Tone; Life Drawing (weeks 1-6)

ASSESSMENT ITEM 3

Type: Design Research Paper

Learning Objectives Assessed: 1, 2,3

Due Date: Week 9

Weight: 20%

Task Description:

This is a preliminary introduction to academic visual research, critical observation and short critique writing. Students will research the project needs including past and present design solutions to the problem. You are analysing, critiquing and evaluating this research from different perspectives or needs. Your understanding and opinion must be supported with existing written and visual evidence by others. This is a careful analysis of the design project with regards to the practical & functional needs. It is a systematic, yet individual & group response and evaluation of a particular research area in terms of people and their needs as well as the practical implications of a suitable structure or product as in-depth visual research.

Criteria & Marking:

- Quality & depth of academic design research in relation to central proposition and key issues
- Quality & depth of design research using drawing systems & media as concept visualisation

*Design Research forms a critical part of this project where each student will investigate and critique a specific area of need as well as past and existing solutions to the design problem.

*This research will comprise of referenced found images, data and written text by others, your own sketches and any other material required.

*There is no word limit as such however the documented presentation of this research should be of a professional standard using suitable images and minimal text necessary to provide clarity and understanding with regards to the nature and outcome of your research findings. It is recommended that each page should have between 100 – 150 words as a general guide.

ASSESSMENT ITEM 4

Type: Social Issue Design Concept Project (**Portfolio 2**)

Learning Objectives Assessed: 1, 2, 3, 4

Due Date: Week 12

Weight: 30%

Task Description:

This module uses a concept visualisation project based upon the research from Assessment Item 3. It involves the development of progressive visual research using freehand drawing observational and analytic skills through perspective drawing, figure drawings, orthographic projections for concept visualisation, as well as production of plans for model making and simple construction. The Design Project Concept visualisation task demonstrates and consolidates the progressive combination of all skills and learning throughout the trimester.

Assessment is progressive. You will be assessed on both individual and group evidence and effective use of drawing practice, creativity and innovation, visual diary practice exercises and visual research as a response to the project brief.

Criteria & Marking:

- Quality & depth of academic design research in relation to central proposition and key issues
- Quality & depth of visual enquiry based visual research and understanding using drawing systems & media for concept visualisation
- Quality of modelling as 3 dimensional shape & form
- Quality of explanatory presentation

Assessment 4 is a collaborative group project using teams of three to four (3-4) students only. The focus is on drawing and model making for effective presentation of a selected design project. The students' individual work is assessed as part of their final mark.

*Design concept project presentation: A set of orthographic drawings for three-dimensional (3D) form in terms of assembly/construction

5.3 Late Submission

An evidence of learning (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. Evidence of learning 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 Information about Evidence of Learning

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 evidence of learning item, 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 Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning 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 evidence of learning 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 final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning 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 of evidence of learning 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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