



1. General Course Information

1.1 Course Details

Course Code:	CMH100
Course Name:	Core Maths Skills for DHS
Trimester:	Trimester 2, 2021
Programs:	Diploma of Health Science
Credit Points:	Non credited course
Course Coordinator:	Maria Aneiros
Document modified:	22.06.2021

Course Description

The Core Maths Skills for DHS is delivered in the first trimester of study, and will assist you to develop and/or refresh the fundamental mathematics knowledge and skills required for success in the Diploma maths or maths related course. Core Maths Skills for DHS is a free, non-weighted, and competency based (pass/fail), which means that it does not count towards students GPA (grade point average) and consequently, you are not permitted to drop this course. However, it is compulsory and must be completed in order to graduate and it is a prerequisite for the following Diploma of Health Science course: **1001GRC Chemistry of Biological Systems I** and you will be given maximum two attempts to successfully complete this course.

Assumed Knowledge

There are no prerequisites for this course. However, this course is a prerequisite for some of your Diploma courses and consequently will affect your program progression. You will be permitted to undertake this course maximum two times.

1.2 Teaching Team

Your teacher can be contacted via the email system on the portal.

Name	Email
Maria Aneiros	maria.aneiros@staff.griffithcollege.edu.au
Seyed Hamid Shobeiri Nejad	seyed.nejad@staff.griffithcollege.edu.au
Ali Saremi	alsa@portal.griffithcollege.edu.au
Andrew Huang	Andrew.huang@griffithcollege.edu.au
Zaquery Quince	Zachery.Quince@griffithcollege.edu.au

1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your teacher will be available for consultation will be found on the Moodle 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

The course acts as a bridge between the students' previous experience in mathematics and further study in mathematics where previous experiences have not led to a basic consolidation of mathematical concepts. It introduces students to the mathematical way of thinking desirable for further studies in mathematics in various courses



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Solve simple mathematical problems in a clear and logical manner.
2. Understand basic mathematical knowledge in arithmetic, algebra, linear functions and equations, indices, logarithms and trigonometry.
3. Model simple situations mathematically.









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

All supporting material will be provided on Student Portal and through the online Math Pathways platform used in the Core Maths Skills for DHS course.

3.2 Recommended Learning Resources

There are no additional resources required for CMH100 – Core Maths Skills for DHS.

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.

Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with the weighted Epigeum modules within the suite of Academic and Professional Studies courses.

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 Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning tasks (assessment) in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

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 experiences 	Learning activities 	Evidence of learning 	Learning outcome 
	Module				
1	Number & Place Value	Math Pathways Modules	Math Pathways Modules	Math Pathways Tests	1, 2, 3
2	Patterns & Algebra	Math Pathways Modules	Math Pathways Modules	Math Pathways Tests	1, 2, 3
3	Linear & Non-linear equations	Math Pathways Modules	Math Pathways Modules	Math Pathways Tests	1, 2, 3
4	Fractions & Decimals	Math Pathways Modules	Math Pathways Modules	Math Pathways Tests	1, 2, 3



5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

				
	Evidence of learning	Weighting	Learning outcome	Due Date
1	Maths Pathways Diagnostic Tests All Students must complete four diagnostic tests as soon as possible. No calculators nor other internet sites are allowed. Students will complete all diagnostic tests during class time	N/A	1, 2, 3	Week 1 and Week 2

	and supervised by their teacher.			
2	Math Pathways Test No calculators nor other internet sites are allowed.	N/A	1, 2, 3	Every week
3	## FINAL-TRIMESTER EXAM Moodle, closed book, face-to-face Test No calculators nor internet sites are allowed.	N/A	1, 2, 3	EXAM WEEK

5.2 Evidence of Learning Task Detail

Students will be undertaking the Maths Pathways' program and will be required to achieve a mastery level on the prescribed Maths Pathways' modules and 70% or above in the Final-Trimester exam, with the mastery level being at least:

1. Level 8 in Number and Place Value.
2. Level 10A in Fractions and Decimals – Logarithms.
3. Level 9 in Patterns and Algebra.
4. Level 9 in Linear and Non-Linear relationships.

The final exam for this course must be taken on-campus and face-to-face.

This is applicable for students enrolled into the Engineering and Science programs. Students will be tested every week, in class, under the supervision of their teacher. The assessments will be composed of an online personalised test that is generated based upon the modules completed during that week.

All these must be done during class time and supervised by a teacher. Students are not allowed to use calculators nor any other internet sites other than Maths Pathways during their tests. Any module that is not mastered will be highlighted and retested in the following week's test.

To be eligible to sit the final exam, a student needs to meet all Maths Pathway levels hurdles as described above.

Requirements to pass this course:

In order to pass this course, students must:

1. **meet the Maths Pathways Mastery Levels in all four strands as described above AND**
2. **obtain at least 70% in the final exam**

If a student meets all Maths Pathway levels hurdles by the end of week 1, they will be asked to do a final exam in week 2 and provided they meet the requirements to pass this course will receive a credit.

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 Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed 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 within 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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