



1. General Course Information

1.1 Course Details

Course Code:	1399EDN
Course Name:	Education and Society
Trimester:	Trimester 3, 2021
Program:	Diploma of Educational Studies
Credit Points:	10 CP
Course Coordinator:	Ms Mia Mitropoulos
Document modified:	23 September 2021

Course Description

Education and the work of teachers is shaped by historical and cultural contexts. Over time, beliefs about what it means to be a 'good student' and 'good teacher' change and evolve. This course examines the ways in which social beliefs and attitudes influence the design and delivery of different forms of education, and the way these beliefs shape students' educational experiences and outcomes. We study issues relating to the education of Australia's diverse student population. We emphasise the importance of educators having a detailed and informed knowledge base relating to diversity and social justice which they can draw upon when responding to their students' needs and emphasise the crucial role that reflective practice plays in helping educators understand their own attitudes.

Throughout this course, we explore the multiple factors which influence students' educational experiences and outcomes. We study issues relating to the education of learners from culturally and linguistically diverse backgrounds. We investigate the ways in which attitudes towards factors such as gender, sexuality, socio-economics, first language, religion and family form continue to impact upon educational pathways. Reflecting on these insights students will draw upon the writing of diverse educational theorists as they develop their own emerging philosophy of education. In this philosophy, they will communicate their beliefs about the nature and purposes of education and give specific examples of how they will take up the challenge of educating diverse learners in ways that reflect a commitment to educational excellence and educational justice. The emphasis throughout the course is on demonstrating that, as future educators, students know, understand and can work effectively and insightfully with diverse learners.

This course is one of a suite of courses focussed on the foundations of teaching and becoming a teacher. The course emphasises theory/practice connections and balances internationally recognised theoretical principles with practical, constructive applications.

This course is presented through on-campus and online learning modes. Face-to-face and ZOOM Learning Experiences are supported by online learning content and learning activities.

Learning Content is recorded and made available online through the course site via the Digital Campus, however, attendance at on campus learning experiences is highly recommended (if possible, according to your circumstances). You are expected to view Learning Content recordings and complete any relevant activities prior to your weekly Learning Experience. Engagement in all learning tasks is expected.

In order to be considered for a pass overall and in order to successfully complete this course you must make a reasonable attempt at **ALL** Evidence of Learning Tasks and achieve at least 50% across the course. To be highly successful in this course it is recommended that you participate in and complete all the learning modules, all Evidence of Learning Tasks and be actively engaged in class.

Assumed Knowledge

This is a core first year course and has no pre-requisite, co-requisite or prior-assumed course requirements.

1.2 Teaching Team

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

Name	Email
Ms Mia Mitropoulos	mia.mitropoulos@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 1399EDNcourse Site via MyStudy.

1.4 Timetable

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

1.5 Technical Specifications

Student access to a computer or suitable mobile device is preferable.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

This course aims to develop students' knowledge by:

- exploring diverse perspectives on what it means to be a professional, ethical and quality educator in the 21st century and how these perspectives have changed over time
- investigating the social, political and policy context within which today's educators and students are located and how this context shapes educational experiences, outcomes and pathways
- helping students develop skills in critical thinking and cultural analysis relating specifically to the ways school students' educational experiences and outcomes are shaped by differences within our population such as family form, gender, cultural background and socio-economics to
- supporting students as they become reflective, creative, inspiring, professionals who know and understand the needs of diverse learners (and their communities) and can respond to these needs in a wide range of contexts.



2.2 Learning Outcomes

After successfully completing this course, you should be able to:

- 1 Apply a critical understanding of historical, philosophical, legislative, policy and practice frameworks underpinning contemporary education.
- 2 Critically analyse the impact that factors such as gender, family, socio-economics, cultural background, and cultural identity can have on educational pathways, experiences and outcomes for diverse learners.
- 3 Critically analyse different beliefs about the roles of teachers and the purposes of education in contemporary society.

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 required readings will be made available on the **1399EDN** course site

3.2 Recommended Learning Resources

3.3

Details of any other recommended Learning Resources will be made available via the 1399EDN course site on the Griffith College Portal.

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 Digital Campus.

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 Academic Integrity online 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 teacher'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 Digital Campus. 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 teacher. 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 teacher. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.

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4. Learning Content, Learning Experiences and Learning Activities

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

	Learning Content 	Learning Experiences 	Learning Activities 	Evidence of Learning 	Learning Outcome 
	Module 1: Underpinning foundations: Policy and Practice Frameworks				
Week 1	<i>An Introduction to Education and Society:</i> <i>Topic: An Introduction to Education and Society</i>	<i>An Introduction to Education and Society and Evidence of Learning Task.</i> <i>Evidence of Learning Overview.</i>	<i>Individual &/or collaborative tasks related to the weekly topic & Weekly Learning Activity & developing your Evidence of Learning Task via the course site</i>		1, 2, 3
Week 2	<i>The social context of schooling</i> <i>Topic: Learning to analyse the social context of schooling</i>	<i>Learning to analyse the social context of schooling</i>	<i>Individual &/or collaborative tasks related to the weekly topic & Weekly Learning Activity & developing your Evidence of Learning Task via the course site</i>		1, 2, 3
Week 3	<i>Understanding gender and families</i> <i>Topic: Understanding gender and families</i>	<i>Understanding gender and families</i>	<i>Individual &/or collaborative tasks related to the weekly topic & Weekly Learning Activity & developing your</i>		2





			Evidence of Learning Task via the course site		
Week 4	Exploring socio-economics Topic: Exploring socio-economics.	Exploring socio-economics.	Individual &/or collaborative tasks related to the weekly topic & Weekly Learning Activity & developing your Evidence of Learning Task via the course site	EoL Written Assignment 1 Defining and analysing course concepts Due November 12th 2021 Friday, 5 pm, Worth 10%	2
Module 2: Factors Influencing Students' Educational Pathways, Experiences and Outcomes					
Week 5	Education, Society and Migration Topic: Education, Society, and Migration	Education, Society, and Migration	Individual &/or collaborative tasks related to the weekly topic & Weekly Learning Activity & developing your Evidence of Learning Task via the course site		2
Week 6	How Differences Intersect and Combine Topic: How differences intersect and combine	Exploring how differences intersect and combine	Individual &/or collaborative tasks related to the weekly topic & Weekly Learning Activity & developing your Evidence of Learning Task via the course site		1, 3
Week 7	Changing the System and Not the Student Topic: How educational philosophies inform educational decisions	Exploring how educational philosophies inform educational decisions	Individual &/or collaborative tasks related to the weekly topic & Weekly Learning Activity & developing your Evidence of Learning Task via the course site		1, 3
Week 8	Changing the System and Not the Student continued Topic: How educational philosophies inform educational decisions	Exploring how educational philosophies inform educational decisions	Individual &/or collaborative tasks related to the weekly topic & Weekly Learning Activity & developing your Evidence of Learning Task via the course site	EoL Written Assignment 2 Analysing a New Experience Due December 10th 2021 Friday, 5 pm, worth 40%	3
Module 3: Roles of Teachers and Purposes of Education in Contemporary Society.					
Week 9	A Personal Educational Philosophy Topic: Developing an Educational Philosophy	Developing an Educational Philosophy	Individual &/or collaborative tasks related to the weekly topic & Weekly Learning Activity & developing your Evidence of		3

			Learning Task via the course site		
	Mid-Trimester Break				
Week 10	<p><i>A Personal Educational Philosophy- continued</i></p> <p><i>Topic: Developing an Educational Philosophy Bringing It All Together</i></p>	<p><i>Topic: Bringing it Together: Communicating your personal educational philosophy your personal Educational Philosophy and Bringing it Together: Designing and Developing your education philosophy: How will you Communicate your personal educational philosophy</i></p>	<p><i>Individual &/or collaborative tasks related to the weekly topic & Weekly Learning Activity& developing your Evidence of Learning Task via the course site</i></p>		1 ,2, 3
Week 11	<p><i>Topic: Bringing it Together: Communicating your personal educational philosophy. Educational Philosophy Presentations (Assessment):</i></p> <p><i>You have a Learning Experience session this week.</i></p> <p><i>Topic: Communicating your Educational Philosophy</i></p>	<p><i>Communicating your Educational Philosophy</i></p>	<p><i>Individual &/or collaborative tasks related to the weekly topic & Weekly Learning Activity & developing your Evidence of Learning Task via the course site</i></p>	<p>EoL Presentation</p> <p>due in Learning Experience class</p> <p>+</p> <p>EoL Written Components Pt 1 Script + Video + Video link</p> <p>due January 10th 2022 Monday, 9 am,</p> <p>Pt 1&2 worth 50%</p>	1, 2, 3
Week 12	<p><i>Wrapping it all up – review of the what we have covered thus far this trimester. Educational Philosophy Presentations (Assessment):</i></p> <p><i>You have a Learning Experience session this week.</i></p> <p><i>Topic: Communicating your Educational Philosophy</i></p>	<p><i>Communicating your Educational Philosophy</i></p>	<p><i>Individual &/or collaborative tasks related to the weekly topic & Weekly Learning Activity & developing your Evidence of Learning Task via the course site</i></p>	<p>EoL Presentation</p> <p>due in Learning Experience class</p> <p>+</p> <p>EoL Written Component Pt 2 Written Component Reflections</p> <p>due January 14th 2022 Friday, 5 pm,</p> <p>Pt 1&2 worth 50%</p>	1, 2, 3

5. Evidence of Learning (Assessment Plan)



5.1 Evidence of Learning Summary

	 Evidence of Learning	 Weighting	 Learning Outcome	 Due Date
1	Written Assignment Defining and analysing course concepts	10% (must submit)	1, 2	Week 4 Submit November 12th 2021 Friday, 5 pm
2	Written Assignment Analysing a New Experience	40% (must submit)	1, 2, 3	Week 8 Submit by December 10th 2021 Friday, 5 pm
3	Presentation - technical or professional Personal Educational Philosophy & Portfolio	50% (must submit)	1, 2, 3	WK 11 & 12 Pt 1: Script + video + video link due Monday Week 11 submit by January 10 th 2022 Monday, 9 am Presentations are due in Week 11&12 Learning Experience Pt 2: Written Reflections due Week 12 submit by January, 14 th 2022, Friday, 5 pm

5.2 Evidence of Learning Task Detail

Evidence of Learning Task Details

Task 1: Title: Defining and analysing course concepts

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 1, 2

Due Date: Week 4 November 12th 2021, 5 pm. **Submitted** into Turnitin via the course site

Weight: 10% Marked out of: 10

Length: 500 words (no more than 10% +/- leeway is allowed).

Task Description: • Assessment Task 1: “Defining and Analysing Course Concepts”

Task 1 Description: Students select one concept related to a category of difference introduced in 1399EDN Education and Society (i.e. gender, family, socioeconomics, migration: a list of terms is provided on course site and EoL Task Sheet). Following the template provided on the course site students will: a) provide a definition of their chosen concept, b) illustrate their understanding of the concept through reference to their personal life, c) Identify a range of potential 'new' experiences that would provide them with opportunities to reflect upon how meanings attached to differences can shape diverse aspects of their lives.

• This assessment task provides evidence for these Australian Professional Standards for Teachers-Graduate Level: 1.1, 1.3, 2.4.

Criteria & Marking: Students are assessed on:

- Ability to recognize, explain and critically analyse (using clear and persuasive communication strategies, discerning course vocabulary and relevant scholarly research) the impact that factors such as gender, family form, socio-economics, cultural background and cultural identity can have on educational pathways, experiences and outcomes for diverse learners.
- Application of research relevant to the analysis of course concepts
- Communication skills (including the ability to follow instructions for the assessment task)
- Accurate APA 7th citation use and referencing

Task 2: Title: Analysing a New Experience

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 1, 2, 3

Due Date: Week 8, December 10th 2021, 5 pm. **Submitted** into Turnitin via course site

Weight: 40% Marked out of: 40

Length: 1000 words (no more than 10% +/- leeway is allowed).

Task 2 Description: “Analysing a New Experience”

In this task, students will: a) work with the template provided on the course site to analyse a new and unfamiliar experience that they have elected to complete as part of this assessment b) in their response, students will demonstrate their ability to identify and reflect critically upon the way meanings are attached to differences.

- This assessment task provides evidence for these Australian Professional Standards for Teachers-Graduate Level: 1.1, 1.2, 1.3, 2.4.

Criteria & Marking:

Students are assessed on:

- Ability to recognize, explain and critically analyse (using clear and persuasive communication strategies, discerning course vocabulary and relevant scholarly research) the impact that factors such as gender, family form, socio-economics, cultural background and cultural identity can have on educational pathways, experiences and outcomes for diverse learners
- Application of research relevant to analysis of course concepts, and accuracy in use of APA 7th citations and referencing.
- Communication skills (including ability to follow instructions for the assessment task)

Submission: into Turnitin via the course site.

Task 3: Title: Personal Educational Philosophy & Portfolio

Type: Video Presentation - technical or professional + Written Component

Learning Outcomes Assessed: 1, 2, 3

Due Date: **Pt 1 Script + Video + Video Link** due in Week 11, 10th January, 2022, Monday, 9 am. **Pt 2 Written Component** due Week 12, January 14th, 2022, Friday, 5 pm. **Presentations** are due in Week 11 & 12 Learning Experience class; Pt 1 Written supporting materials are due in Week 11. Pt 2 Written component is due in Week 12. Both parts are submitted into Turnitin via the course site.

Weight: 50% Marked out of: 50

Task 3 Description: Title: Developing a personal educational philosophy

Learning Outcomes Assessed: 1, 2, 3

Presentations can be made in Video Format; Script + Video + video link + Written Component submitted into Turnitin via the course site

Weight: 50%; Marked out of 50

Task 3 has 2 parts. You must complete **BOTH** parts. Throughout this course, you have been asked to think about the purposes of education, the power of teachers and the diverse social and cultural factors that impact upon the educational pathways and outcomes of individual children. In this assessment, you are asked to show

what you have learnt from undertaking this course, by putting forward your educational philosophy statement and reflecting upon the philosophies of others.

Part 1: Create a script + + provide the video link + 5-minute video presentation where you discuss your beliefs about the aims and purposes of education and how two educational philosophers inform your developing philosophy. You may also draw upon various resources such as 5 annotated scholarly articles and relevant educational videos to help inform your educational philosophy. These are due in Week 11. Reflections for 4 presentations to be completed during class (2 wk 11 + 2 wk 12).

Part 2 . Written Component - Using the Template provided 4 written Reflections, as one document, will be submitted online into Turnitin via the course site in Week 12. The written reflections will be based on a series of guided questions that will draw upon videos and learning throughout the course. More details will be provided on the course site. **Presentations** will be conducted and **Written Reflections** for 4 presentations to be completed during the Learning Experience class (2 wk 11 + 2 wk 12).

Learning Outcomes Assessed: 1, 2, 3,

- **Submitted** into Turnitin via course site
- **Weight:** 50% Marked out of 50
- **Length:** Video presentation 5 mins; Written Component using template provided
- This assessment task provides evidence for these Australian Professional Standards for Teachers-Graduate Level: 1.1, 1.2, 1.3, 1.4, 2.4, 3.6, 6.1, 7.3.

Criteria & Marking:

Students will be assessed upon:

- Demonstrated critical understanding of historical, philosophical, legislative, policy and practice frameworks underpinning contemporary education.
- Ability to recognize, explain and critically analyse (using clear and persuasive communication strategies, discerning course vocabulary and relevant scholarly research) the impact that factors such as gender, family form, socio-economics, cultural background and cultural identity can have on educational pathways, experiences and outcomes for diverse learners.
- Application of research (including independent research) relevant to analysis of course concepts, and accuracy in APA 7th citations and referencing
- Communication skills (including the ability to follow instructions for the assessment task ; and the impact of communication skills and strategies on audience engagement)
- Evidence of sustained, critical engagement with, analysis of, and understanding of course concepts, course readings, and associated learning activities.

Submission: Script, Video and Video link into Turnitin via the course site. Video Presentation to be conducted and discussed during the Week 11 and Week 12 Learning Experience;

Supporting written reflection materials submitted into Turnitin via the course site Week 12.

5.3 Late Submission

An evidence of learning task 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 by 5% of the maximum mark applicable for the task, for each working day or part working day that the task is late. Evidence of learning tasks 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 Digital Campus 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 Digital Campus. 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 teachers 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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