



1. General Course Information

1.1 Course Details

Course Code:	1523QCA
Course Name:	Drawing for Design
Trimester:	Trimester 1, 2022
Program:	Diploma of Design
Credit Points:	10
Course Coordinator:	Dr Sonya Peters
Document modified:	17 January 2021

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 prerequisites for this course

1.2 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Dr Sonya Peters	sonya.peters@staff.griffithcollege.edu.au

1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as desktop, laptop, or tablet. In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

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. Demonstrate technical proficiencies with drawing media at an introductory level.
2. Apply and articulate strategies of observation and the subsequent translation of three-dimensional space and form to the two-dimensional plane, at an introductory level.
3. Understand, evaluate and apply design elements and principles fundamental to two- and three-dimensional design practice at an introductory level.
4. Engage with diversity of image making practices, for the purpose of visual communication that is relational to media and process.









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

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- Academic Integrity - 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 Academic Integrity online modules within the Academic and Professional Studies course.
- [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

Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the learning content prepared by your teacher which is found on the course site. 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.

Attendance

You are expected to actively engage in all learning experiences 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.

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 the course site. 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 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.

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

A3 Visual diary for homework practice drawings, process work, experimentation & related research

A3 cartridge sketchblock for studio/tutorial in-class work

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)

Copic Markers, 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 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 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%, students are engaged in their learning 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 teachers. 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.

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: Strategies and Techniques for Observational Drawing					
1	Line and Contour: To explore the potential of the line as a drawing technique to define positive and negative space, outer and inner form, through contour, cross contour, blind contour drawing techniques. Experimenting with various drawing materials	You will work individually to develop a series of drawings using a range of objects to experiment and explore the potential of the line as a drawing technique to define positive and negative space, outer and inner form. Experimenting with various drawing materials	Exercises to develop strategies and techniques for observational drawing. Defining space, shape and form, explore the potential of the line as a drawing technique to define positive and negative space, outer and inner form. Experimenting with various drawing materials		1
2	Tonal Drawing Techniques: To explore light and shade: Tonal drawing techniques, hatching, cross hatching, stippling, scribbling, frottage and blending, that work to create the illusion of mass, volume and depth. Experimenting with various drawing materials.	You will work individually drawing from everyday objects to develop a series of drawings that create the illusion of mass, volume and depth through tonal drawing techniques: hatching, cross hatching, stippling, scribbling, frottage and blending. Experimenting with various drawing materials.	Exercises to develop strategies and techniques for observational drawing. Tonal drawing techniques: hatching, cross hatching, stippling, scribbling, frottage and blending that create the illusion of mass, volume, and depth. Experimenting with various drawing materials.		1
3	Texture and Contrast: To create the illusion of texture and contrast through tonal drawing techniques of, hatching, cross hatching, stippling, scribbling, frottage and blending. Experimenting with various drawing materials	You will work individually drawing from everyday objects to develop a series of drawings that explore texture and various material surfaces, utilizing various drawing materials and techniques, hatching, cross hatching, stippling, scribbling, frottage and blending, that work to create the illusion of tactile, textural surfaces.	Exercises to develop strategies and techniques for observational drawing. Working from everyday objects to develop a series of drawings to create the illusion of texture and contrast, utilizing various drawing materials and techniques: hatching, cross hatching, stippling, scribbling, frottage and blending.	Evidence of Learning Task 1: Interim drawing progressive assessment of weeks 1, 2 & 3. Learning Experience Due Week 3 Submission is online via Padlet	1

Module 2: Visual Language & Design Strategies					
4	Principles of Design and Composition: Drawing from objects, shapes and forms to develop a series of drawings with a focus on experimenting and creating dynamic compositions utilizing the principles of design. With an introduction to colour.	You will work individually drawing from objects, shapes and forms to develop a series of drawings that explore the principles of design to create dynamic compositions. Experimenting with different drawing materials.	Investigating design strategies; the principles of design to develop a series of drawings working from objects, props and shapes to create dynamic compositions. Experimenting with different drawing materials.		1, 2
5	Mapping and Idea Generation: Exploring techniques and methods to encourage divergent and convergent thinking. A move from drawing what is seen to drawing from what is imagined. Utilizing techniques of mindmapping, montage and illustration prompts	You will work individually exploring techniques and methods that encourage divergent and convergent thinking. Mind Mapping and utilizing techniques of mind mapping, montage and illustration prompts.	Investigating design strategies; techniques and methods to encourage divergent and convergent thinking. Utilizing techniques of mindmapping, montage and illustration prompts to move from drawing what is seen to drawing from what is imagined.		1, 2
6	Ethnographic Drawing - Drawing the Human Figure: Ethnographic research involves observing the body in the field gathering information and quickly sketching people in motion, at rest and engaged in activities	You will work individually observing the human body, understanding proportion, measurement, gesture and movement. Through critical observation and live visual research you will work in the field sketching people in motion and engaged in activities.	Investigating design strategies; Exercises to develop strategies and techniques to understand proportion, measurement, gesture and movement of the human body. You will work in the field to create a series of drawings observing and drawing people in the environment – ethnographic drawing	Evidence of Learning Task 2: All Learning Activities weeks 1 to 6 and Learning Experience - Weeks 3 - 6 Portfolio 2 - Due Week 6 Submission is online via Padlet	1, 2





Module 3: Drawing Systems & Multiview Drawings					
7	Drawing Systems: Linear Perspective: One-Point Perspective: To create the illusion of 3-Dimensional space on a 2-Dimensional surface. Exploring the graphic technique of 1-point perspective, to create complex 3-Dimensional forms, interior and exterior spaces.	You will work individually exploring the graphic technique of one-point perspective. Working through a series of exercises, drawing complex 3-dimensional forms, interior and exterior spaces.	Exercises to investigate linear perspective, the graphic technique of 1-point perspective, to develop a series of drawings, creating complex 3-Dimensional forms, interior and exterior spaces.		1, 2, 3
8	Drawing Systems: Linear Perspective: Two-Point Perspective: To create the illusion of 3-Dimensional space on a 2-Dimensional surface. Exploring the graphic technique of 2-point perspective, to create complex 3-Dimensional forms, interior and exterior spaces.	You will work individually exploring the graphic technique of two-point perspective. Working through a series of exercises, drawing complex 3-dimensional forms, interior and exterior spaces.	Exercises to investigate linear perspective, the graphic technique of 2-point perspective, to develop a series of drawings, creating complex 3-Dimensional forms, interior and exterior spaces.		1, 2, 3
9	Drawing Systems: Orthographic and Isometric Projections and Exploded Views: To explore orthographic and isometric drawing systems, exploded views, drawing from found and imagined objects. Introduction to Major Drawing Project	You will work individually drawing from found and imagined objects to explore orthographic, isometric drawing systems and exploded views. The goal is to develop an understanding of the two drawing systems through a series of drawings.	Exercises to develop a series of drawings working from found and imagined objects to explore orthographic and isometric drawing systems and exploded views.	Evidence of Learning Task 3: Interim drawing progressive assessment of weeks 7, 8 & 9. Learning Experience Due Week 9 Submission is online via Padlet	1, 2, 3

Module 4: Speculative Drawing, Digital Translation and Major Drawing Project					
10	Speculative Drawing: Box Modelling and Speculative Drawing: To explore box modelling and other techniques to draw complex 3-Dimensional objects working from found and imagined objects.	You will work individually drawing from found and re-imagined objects, to create new and exciting forms. You will explore box modelling and speculative drawing techniques to create complex 3-Dimensional objects.	Exercises to develop a series of drawings working from found and imagined objects to create new and exciting forms, utilizing box modelling and speculative drawing techniques to create complex 3-Dimensional objects.		1,2,3,4
11	Digital Translation: Utilizing the Adobe Creative suite, Photoshop and Illustrator to explore the possibilities of further enhancing your work.	You will work individually creating a new drawing from any of the techniques developed over the weeks to generate digitally enhanced drawings.	Exercises to develop and further enhance your drawings taking them through a digital process, Photoshop and Illustrator.		1,2,3,4
12	Revision week: This week will be used to finish off, and redo past exercises and to gather feedback on your work and clarify any issues that you may have. This is also a week to finalize your research and work for your major drawing project.	You will work to finish off any past exercises from weeks 7 to 11. This is also an opportunity to gather feedback on your work and clarify any issues that you may have. This is also the week to finish off your major drawing project.	You will work to finish off any past exercises from weeks 7 to 11. This is also an opportunity to gather feedback on your work and clarify any issues that you may have. This is also the week to finish off your major drawing project. Submission is online via Padlet	Evidence of Learning Task 4: Portfolio 2 – Major Drawing Project and Learning Activities weeks 7 to 11 and Learning Experience - Weeks 9 - 11 Portfolio 4 Due Week 12 Submission is online via Padlet	1,2,3,4



5. Evidence of Learning

5.1 Evidence of Learning Summary

	Evidence of learning	Weighting	Learning outcome	Due Date
				
1	Evidence of Learning Task 1: Interim drawing progressive assessment of weeks 1, 2 & 3. Learning Experience Due Week 3 Submission is online via Padlet	20%	1, 2	Week 3
2	Evidence of Learning Task 2: All Learning Activities weeks 1 to 6 and Learning Experience - Weeks 3 - 6 Portfolio 2 - Due Week 6 Submission is online via Padlet	30%	1,2,3	Week 6
3	Evidence of Learning Task 3: Interim drawing progressive assessment of weeks 7, 8 & 9. Learning Experience Due Week 9 Submission is online	20%	1,2,3	Week 9
4	Evidence of Learning Task 4: Portfolio 2 – Major Drawing Project and Learning Activities weeks 7 to 11 and Learning Experience - Weeks 9 - 11 Portfolio 4 Due Week 12 Submission is online via Padlet	30%	1,2, 3, 4	Week 12

5.2 Evidence of Learning Task Detail

1. Evidence of Learning Task 1

Task Type: Interim Drawing Assessment

Learning Objectives Assessed: 1

Due Date: Week 3 (date to be advised on course site)

Weight: 20%, Marked out of: 100%

Length: (if applicable)

Task Description:

This is an interim assessment of fundamental skills and techniques learnt in weeks 1, 2 & 3. Students are required to attend all studio sessions and work to produce a portfolio of outcomes during the Learning Experiences as directed. This body of work equates to 9 hours of commitment

Criteria and Marking:

- Critical Observation and Analysis
- Creativity and Innovation
- Technical Competencies
- Visual Media and Resolution

Submission: Online via Padlet

2. Evidence of Learning Task 2

Task Type: Visual Language and Design Strategies: (Portfolio 1)

Learning Objectives Assessed: 1, 2, 3, 4

Due Date: Week 6 (date to be advised on course site)

Weight: 30%, Marked out of: 100%

Length: (if applicable)

Task Description:

This module continues the development of observational research and analytic skills from weeks 1 to 6. Learning Experience (studio) work is supported by assessable drawings completed in your own time as Learning Activities (homework). You will be assessed on evidence of drawing practice, creativity and innovation, visual diary practice exercises and visual research through drawing. This body of work will equate to 36 hours of commitment.

Criteria and Marking:

- Critical Observation and Analysis
- Creativity and Innovation
- Technical Competencies
- Visual Media and Resolution

Submission: Online via Padlet

3. Evidence of Learning Task 3

Task Type: Interim Drawing Assessment

Learning Objectives Assessed: 1, 2, 3

Due Date: Week 9 (date to be advised on course site)

Weight: 20%, Marked out of: 100%

Length: (if applicable)

Task Description:

This is an interim assessment of skills and techniques learnt in weeks 7, 8 & 9. Students are required to attend all studio sessions and work to produce a portfolio of outcomes during the Learning Experiences as directed. This body of work equates to 9 hours of commitment.

Criteria and Marking:

- Critical Observation and Analysis
- Creativity and Innovation
- Technical Competencies
- Visual Media and Resolution

Submission: Online via Padlet

4. Evidence of Learning Task 4

Task Type: Speculative Drawing, Digital Translation and Major Drawing Project (Portfolio 2)

Learning Objectives Assessed: 1, 2, 3, 4

Due Date: Week 12 (date to be advised on course site)

Weight: 30%, Marked out of: 100%

Length: (if applicable)

Task Description:

This module continues the development of observational research and analytic skills from weeks 7 to 11. Learning Experience (studio) work is supported by assessable drawings completed in your own time as Learning Activities (homework). You will be assessed on evidence of drawing practice, creativity and innovation, visual diary practice exercises and visual research through drawing. Students are expected to commit a further 36 hours to the production of a Major Drawing Project, a series of drawings reinforcing and extending the skills acquired during class. Final submission will be a portfolio of drawings no smaller than A3 format. Photographic documentation at a suitable resolution will be uploaded to Padlet for evidence of learning.

Criteria and Marking:

- Critical Observation and Analysis
- Creativity and Innovation
- Technical Competencies
- Visual Media and Resolution

Submission: Online via Padlet

In order to pass this Course, students must:

A. Attempt all assessment items

B. demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.

5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning 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 task, 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 Evidence of Learning Tasks.

Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the 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 tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

The sum of your marks of evidence of learning tasks 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 Evidence of Learning Tasks-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 Evidence of Learning Tasks – 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 Evidence of Learning Tasks 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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Note: Griffith College acknowledges content derived from Griffith University in Diploma level courses, as applicable.