



1. General Course Information

1.1 Course Details

Course Code:	2004GIR
Course Name:	Government Business Relations
Trimester:	Trimester 1, 2022
Program:	Associate Degree in Commerce & Business
Credit Points:	10 CP
Course Coordinator:	Amber Reiher
Document modified:	23 February 2022

Course Description

Government-Business Relations is a 10 Credit Point course within the Associate Degree in Commerce and Business. The course is situated within the second year of the program. The Associate Degree in Commerce and Business is designed to provide students with a pathway to:

- further university studies in Commerce, Business and related degrees or
- direct employment

This course examines the relationships between government and business, and asks what impact these have on governmental decision-making and democratic practice. It explores the institutional structures involved, the political organisation of business, the nature of industry policy-making, government policy toward business and the impact of business on such policy.

Assumed Knowledge

There is no assumed content knowledge for this course. However, students should ensure they have successfully completed Academic and Professional Skills and that they can apply these skills in 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
Amber Reiher	amber.reiher@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

The course explores the impact government and business have on one another in a national and international context and asks what consequences these relationships have for both government and business. It will provide insights into how government policies and practice affect business, and how business influences and relates to government. While the Australian political system is used as a point of reference, extensive international comparisons are made. The course also provides insights into the political practices and business cultures of some of Australia's major trading partners.

In order to explore these themes the course initially introduces central concepts in the study of politics and then describes the main institutions and actors in government-business relations. Having established this foundation, the course explores government-business relations in comparative perspective before examining some of the most significant international political issues affecting business, including global environmental regulation, business regulation, and globalisation.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1) **Explain** your knowledge and understanding of some of the key policy issues confronting businesses.
- 2) **Compare** and contrast Australia's system of government-business relationship with those in other countries.
- 3) **Synthesise** your understanding of the relationship between government and business and 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

Understanding Government Business Relations in an Unpredictable World (2019), Edited by Curran, G. and van Acker, E. (Pearson, Australia)

3.2 Recommended Learning Resources

A suite of resources is provided on the course website

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.

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 The role of Governments					
1	Introduction to Government Business Relations	Text Ch Intro video resources	E.Workbook activities	Chapter Summary	1
2	Political Actors	Text Ch 1, 2 video resources	E.Workbook activities	Chapter Summary	1
3	Patterns of Government Business Relations	Text Ch 1, 2 video resources	E.Workbook activities	Chapter Summary	1
4	Globalisation, Government and Business	Text and 3 video resources	E.Workbook activities	Chapter Summary	1
Module 2 International models of GBR					
5	GBR in Australia	Text Ch 4 Chapter Summary	E.Workbook activities	Interest group presentation	2
6	GBR in Asia	Text Ch 6, 7 Chapter Summary	E.Workbook activities		2

7	GBR in the USA	Text Ch 5 Chapter Summary	E.Workbook activities		2
8	GBR in Germany and Sweden Social Democracy	Text Ch 8 Chapter Summary	E.Workbook activities	Business Submission	2
Module 3 Current trends in GBR					
9	Business Regulation	Text Ch 9 Chapter Summary	E.Workbook activities		3
10	Corporate Social Responsibility	Text Ch 10 Chapter Summary	E.Workbook activities	Research questions	3
11	Government, Business and the Challenge of Sustainability	Text Ch 10	E.Workbook activities		3
12	Course in review	Review	Workbook completion	e-workbook Submission	1, 2, 3



5. Evidence of Learning

5.1 Evidence of Learning Summary

	Evidence of Learning	Weighting	Learning Outcome	Due Date
1	Chapter Summaries	15%	1, 2, 3	Week 4
2	Interest Group Presentation	10%	1	Week 5/6
3	Business Submission	30%	1, 3	Week 9
4	e-workbook	20%	1, 2, 3	Week 12
5	Research Task	25%	3	Week 12

5.2 Evidence of Learning Task Detail

1. Evidence of Learning Task 1: Chapter Summaries (15%)

Task Type: Written Assignment

Due Date: Week 4

Weight: 15%, Marked out of: 30

Task Description: Summarise Chapters 1 to 4 using the template provided to you (see assessment folder). Each summary should be a page in length and succinctly reflect your understanding of each chapter. A full explanation and outline of the task will be discussed in week 1.

Criteria and Marking: A full explanation and outline of the task will be discussed in week 1.

Submission: Via the course site.

2. Evidence of Learning Task 2: Interest Group Presentation (10%)

Task Type: Assignment – Presentation

Due Date: Week 5/6

Weight: 10%, Marked out of: 10

Length: 5-7 minutes

Task Description: Students will make a short presentation to the class detailing their;

- interest group
- submission position, and
- evidence to support that submission.

Presentations should be between 5-7 minutes long and will be scheduled during the learning experiences in Weeks 5 and 6. You can use PowerPoint or other media to support your presentation and you should invite discussion of your ideas from the class. Feedback you receive from peers and your tutor should be incorporated into your final written Business Submission

Criteria and Marking: See course site

Submission: Via course site

3. Evidence of Learning Task 3: Written Business Submission (30%)

Task Type: Assignment – Written Assignment

Due Date: Week 9

Weight: 30%

Task Description: This final business submission is an individual applied assignment in which you make a policy submission on behalf of a firm, business association, or interest group, suggesting that the government take a particular policy position on an issue. This assessment allows you to apply your knowledge of political processes and policy issues in a 'real world' context. You will write a submission on one of a few possible topics which will be provided by your lecturer during class time.

This assessment item will test your critical thinking skills, and your ability to critically evaluate a range of primary sources (i.e. newspaper articles, media releases, etc). You need to critically analyse the statements of a range of interest groups that advocate courses of action for government to take in various policy areas. It also presents a test of problem-solving skills, encouraging you to put forward solutions to policy problems. Because you are engaged in trying to persuade government to adopt a certain policy stance, you are required to argue in an articulate and concise fashion, therefore, helping you to develop your writing skills and your ability to write for a particular audience. Finally, it is an individual assignment, so it will also test your self-management skills.

Criteria and Marking: Expectations and criteria for the major assignment will be discussed extensively in tutorials.

Submission: Turnitin via the course site.

4. Evidence of Learning Task 4: eWorkbook (20%)

Task Type: e.g. Assignment – Written Assignment; Assignment – Presentation; Examination

Due Date: Week 12

Weight: 20%, Marked out of: 20

Task Description: Students will complete set activities each week as explained in the course workbook which you will download from the assessment folder in Week 1. Some of these activities will be completed in class, and some will require preparation or completion in your own time (Learning Activities).

You are expected to attend all classes and to participate fully within the sessions as they are an invaluable opportunity for you to reinforce your understanding of key theoretical concepts through peer analysis and interpersonal communication. 20 marks are allocated for the portfolio/workbook which will include activities to build your knowledge and skills of the main course topics, and also to assist you in preparation for the other assessment items. You must be prepared to discuss your workbook answers with the class and to contribute to discussion of others' viewpoints.

Criteria and Marking: See course site

Submission: Via the course site

5. Evidence of Learning Task 5: Research Task (25%)

Task Type: e.g. Assignment – Written Assignment; Assignment – Presentation; Examination

Due Date: Week 12

Weight: 25%, Marked out of: 25

Task Description: A selection of research topics will be allocated in week 10. These questions will be researched and answered using academic journal articles for support. More information will be provided in class. The assessment is due for submission at the end of week 12.

Criteria and Marking: See course site for more info.

Submission: Via the course site.

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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