



1. General Course Information

1.1 Course Details

Course code	1004GBS
Course title	The Purpose of Business
Academic Organisation	Griffith College
Trimester	Trimester 2, 2022
Credit Points:	10
Program	Diploma of Business
Course Coordinator	Dr Yunong (CJ) Wang
Document modified	15 June 2022

Course Description

This course introduces students to a perspective of the purpose of businesses that embed values such as responsible leadership, integrity and ethical behaviour, respect for others, trust, and sustainable enterprise. The relevance of these values and their impact on behaviour and outcomes in a business context is demonstrated to students through case studies, real-world examples, and testimonials from industry partners. Following the discussion of values, the course then looks at how businesses develop solutions to respond to increasing demand for sustainability, transparency, and good governance. The framework of the Sustainable Development Goals (SDGs) is introduced and used to examine the alignment between business practices and sustainable solutions to real-life problems faced by a business. The course also considers the role and responsibility (including legal) of professionals and professional standards today.

Assumed Knowledge

There is no assumed prior knowledge for students 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
Dr Yunong (CJ) Wang	cjwa@portal.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 devices 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 a headset including a microphone are needed.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

The learning and teaching activities in this course aim for students to:

- (1) Become acquainted with an interdisciplinary body of knowledge on the purpose of business, which is fundamental for working effectively in any organisational environment.
- (2) Recognise the ethical and legal boundaries of business practices
- (3) Account for the elements of business success beyond profitability

2.2 Learning Outcomes

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







1. Describe the evolution of approaches to the purpose of business and emerging emphases on sustainability and social contributions.
2. Analyse how organisations create value in their communities and localities through adopting sustainability-SDGs, integrity and ethical practice, engagement with First Peoples, responsible leadership, and social enterprises.
3. Develop a purposeful business strategy to assist business success through the application of sustainable business principles and practices

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		✓	✓	✓

Additional Griffith College Information on Graduate Attributes

Professional Skills

All students graduating from Griffith College will have a clear grounding in business-based courses, and in addition, will have acquired a high level of knowledge from specialist courses they have studied in relevant industry or public sector areas.

They will understand the context of those areas:

- relationships and networks of corporate, non-government and government organization
- distinctive systems of operations and management
- various stakeholder perspectives
- development of human capital
- customer perceptions of quality
- need for sustainability
- cultural and social responsibilities
- need for analytical decision-making using evidence-based research
- requirement for strategic thinking

3. Learning Resources

3.1 Required Learning Resources

Required reading resources will be provided on the 1004GBS course site.

Microsoft Excel Software: All students are eligible for a free copy of Microsoft Office 365 which includes

Excel software (Details on the 1004GBS course site).

3.2 Recommended Learning Resources

Teaching and learning partnerships require clear and open communications.

The following guidelines outline the communication channels and how information is provided to students.

1. Staff Consultation Times are posted on the course website (i.e.. under the "Teachers" tile) and outside staff offices. You can communicate in person with your course coordinator during office hours, by making an appointment or as appropriate during class time. It is sometimes difficult for the course coordinator to talk with students immediately before and at the end of class due to the other prior university commitments. Please do not be offended if you are requested to visit during office hours for assistance or asked to make an appointment.

2. Email -Staff to student: From time to time it may be necessary to send an official email about the course to you. Communication will be through your official college student email address only. It is your responsibility to regularly check your college email in-box. You may arrange for your student email to be forwarded to another email address. However, it is your responsibility to ensure that the address used by you has sufficient capacity/quota to receive messages. Student to staff: Emails to course staff should contain the course code and subject heading (eg. 1004XXX Course Name) and should come from your official college student email address, otherwise, they may be left unopened or not actioned and therefore you may not receive an answer.

3. Course Communications through Griffith College Portal - Course notices will be delivered through the chat function on the course site. The course web page is an important communication tool for this course. Information related to lectures and/or tutorials, assessment items, learning resources, and other relevant course information will be posted to this site on a regular basis. It is your responsibility to check this site at least twice a week. Remember any posted material is a learning aid only and is not a substitute for attendance. Lecture notes do not replace the need to develop note-taking skills and to synthesise the information provided during your classes.

More details of additional recommended resources will be made available on the Course site.

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 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 via 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 on 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
					
1	<p>Module 1: What is the purpose of business?</p> <ul style="list-style-type: none"> • Watch: Videos • Read: Selected Readings • Complete learning content understanding checks and review class preparation questions 	<p>Overview of In Class Learning experiences.</p> <p>Introduction of the portal site and overview of the assessments</p> <p>Discussion & Experiences:</p> <p>- Case Study</p>	<p>Complete & submit interactive learning activities</p>		1

2	Module 2: Why are there different business models? <ul style="list-style-type: none"> • Watch: Videos • Read: Selected Readings • Complete learning content understanding checks and review class preparation questions 	Review of previous week's content. Discussion & Experiences: <ul style="list-style-type: none"> - Creating Business Purpose Statement - Discussion "Good News Story" 	Complete & submit interactive learning activities		1
3	Module 3: Key trends shaping business today <ul style="list-style-type: none"> • Watch: Mini-Lectures • Read: Selected Readings • Complete learning content understanding checks and review class preparation questions 	Review of previous week's content. Discussion & Experiences: <ul style="list-style-type: none"> - Class Debate - Trends Analysis - Evidence of learning related discussion: How to write a business purpose statement? 	Complete & submit interactive learning activities		1
4	Module 4: SDGs and business purpose <ul style="list-style-type: none"> • Watch: Videos • Read: Selected Readings • Complete learning content understanding checks and review class preparation 	Review of previous week's content. Discussion & Experiences: <ul style="list-style-type: none"> - Discussion: Sustainability - Analysis of organisations' SDGs - Evidence of learning related discussion: How to design an infographic? 	Complete & submit interactive learning activities		2
5	Module 5: Implementing the SDGs <ul style="list-style-type: none"> • Watch: Videos • Read: Selected Readings • Complete learning content understanding checks and review class preparation 	Review of previous week's content. Discussion & Experiences: <ul style="list-style-type: none"> - Discussion: Are SDGs in the "too hard basket"? - Discussion: Who's Implementing the SDGs? - Evidence of learning related discussion: How to analyse a business case study? 	Complete & submit interactive learning activities	Evidence of Learning Task 1: Infographic - Creating a Purpose Statement (20%) Due	2
6	Module 6: Engaging with First Peoples <ul style="list-style-type: none"> • Watch: Videos • Read: Selected Readings • Complete learning content understanding checks and review class preparation 	Review of previous week's content. Discussion & Experiences: <ul style="list-style-type: none"> - Case Study/Scenario Analysis - Evidence of learning related discussion: How to identify a value chain within and outside the business? 	Complete & submit interactive learning activities		2
7	Module 7: Purpose-driven supply chain management <ul style="list-style-type: none"> • Watch: Videos • Read: Selected Readings • Complete learning content understanding checks and review class preparation 	Review of previous week's content. Discussion & Experiences: <ul style="list-style-type: none"> - Case Study Analysis: - Evidence of learning related discussion: How to provide recommendations? 	Complete & submit interactive learning activities		2

8	Module 8: Social enterprises <ul style="list-style-type: none"> • Watch: Videos • Read: Selected Readings • Complete learning content understanding checks and review class preparation 	Review of previous week's content. Discussion & Experiences: <ul style="list-style-type: none"> - Group Discussion: Identify the blended values the social enterprise creates - Group work: Developing Impact for Business 	Complete & submit interactive learning activities	Evidence of Learning Task 2: Business Analysis Report - Mapping out the value chain (40%) due	2
9	Module 9: Organisational culture <ul style="list-style-type: none"> • Watch: Videos • Read: Selected Readings • Complete learning content understanding checks and review class preparation 	Review of previous week's content. Discussion & Experiences: <ul style="list-style-type: none"> - Group Activity 1: Anthropologist game - Group Activity 2: Culture Mapping 	Complete & submit interactive learning activities		3
10	Module 10: Business integrity & accountability <ul style="list-style-type: none"> • Watch: Videos • Read: Selected Readings • Complete learning content understanding checks and review class preparation 	Review of previous week's content. Discussion & Experiences: <ul style="list-style-type: none"> - Group work: Case Study "Ethical Framework" - Role Playing: Whistleblowing - Evidence of learning related discussion: how to develop a business purpose canvas 	Complete & submit interactive learning activities		3
11	Module 11: Building brand and reputation <ul style="list-style-type: none"> • Watch: Videos • Read: Selected Readings • Complete learning content understanding checks and review class preparation 	Review of previous week's content. Discussion & Experiences: <ul style="list-style-type: none"> - Discussion: branding (compare between videos) - Group work: branding campaign - Evidence of learning related discussion: Presentation skills and recording tips 	Complete & submit interactive learning activities		3
12	Module 12: Leading a purpose-driven business <ul style="list-style-type: none"> • Watch: Videos • Read: Selected Readings • Complete learning content understanding checks and review class preparation 	Review of previous week's content. Discussion & Experiences: <ul style="list-style-type: none"> - Class reflection of learning - Activity: Unpacking leadership - Revision 	Complete & submit interactive learning activities	Evidence of Learning Task 3: 5 min Pre-recorded Presentation - Purpose Strategy Creation (40%) Due	3

5. Evidence of Learning

5.1 Evidence of Learning Summary

	Evidence of Learning	Weighting	Learning Outcome	Due Date
				
1	Creating a Purpose Statement - Infographics	20%	1	Week 5
2	Business Analysis Report - Written Assignment	40%	2	Week 8
3	Purpose Strategy Creation - Presentation	40%	3	Week 12

5.2 Evidence of Learning Task Detail

Evidence of Learning Task 1: Creating a Purpose Statement (20%)

Task Type: Infographics

Due Date: Week 5 (See course site for exact due date)

Weight: 20%, Marked out of 100

Length: (if applicable)

Task Description:

You will select an organisation that does not have an explicit purpose statement. You may like to choose an organisation that matches your potential major in this business degree. You can choose a company that has an online presence- they don't need to have a website but check it with your teacher if they do not.

You are required to create a purpose statement for the organisation. You will create it in a form of an infographic. View the attached Task Sheet to understand how to create an infographic.

The infographic will contain the following elements:

1. Brief description of the organisation. This should be a summary in your own words from the organisation's website.
2. A purpose statement that contains the following elements:
 - This is a short phrase that encapsulates why the company exists.
 - A short phrase that encapsulates how the company will create their purpose
 - A short phrase that encapsulates an outcome (potentially including stakeholders)
3. A brief justification of how you created the purpose statement based on the following:
 - A brief explanation about how the statement is 'more than a financial purpose'?
 - Clear definition of the beneficiaries of the business purpose
 - Description of the values that underpin the statement and the business
 - Explain the trends in society that underpin the statement.
4. Some graphical elements that symbolise your newly created purpose of the organisation (any photo/s of your choice which may not be sourced from the company website)

Criteria and Marking: The assignment will be marked against established criteria which will be published on the 1004GBS course site. The marking criteria will be given to students at the same time as the assignment information.

Submission: Online Turnitin submission to 1004GBS Evidence of Learning (Assessment) Tile.

Evidence of Learning Task 2: Business Analysis Report (40%)

Task Type: Written Assignment.

Due Date: Week 8 (See course site for exact due date)

Weight: 40%, Marked out of 100

Length: 1500 (+/- 10%)

Task Description:

Businesses create value through their activities in various ways depending on the purpose of a business. This assessment allows you to map how value is created inside and outside a business. With a shift to the stakeholder model of business and the adoption of the Sustainable Development Goals (SDGs) that assist business link with larger societal goals. Combining value chain mapping and SDGs can be a useful approach to expanding the impact and value of businesses.

In this assessment, you are asked to analyse how the processes and products/ services of an organisation impact the SDGs.

Suggested Structure:

- *Introduction*
 - *Overview of organisation*
 - *Purpose of Report*
 - *Scope*
- *Value chain map*
- *Analysis of SDGs*
- *Recommendations*
 - *Increasing positive impacts*
 - *Decreasing negative impacts*

The recommended Steps:

Step 1: Choosing an organization (and starting to research information about its industry, location, stakeholders, etc.)

Step 2: Critically analyse the chosen organisation's contributions towards the SDG against the value chain stages (collect documents and information)

Step 3: Draft the value chain and map the SDGs, and the different sections of the assignment, using appropriate referencing to demonstrate the extent of your research

Criteria and Marking: The assignment will be marked against established criteria which will be published on the 1004GBS course site. The marking criteria will be given to students at the same time as the assignment information.

Submission Online Turnitin submission to 1004GBS Evidence of Learning (Assessment) Tile.

Evidence of Learning Task 3: Purpose Strategy Creation (40%)

Task Type: Pre-recorded Presentation

Due Date: *Week 12 (See course site for exact due date)*

Weight: 40%, Marked out of 100

Length: 5 minutes

Task Description:

You have been asked to create a Purpose Strategy for a Business using the Business Purpose Canvas. This will be explained in a 5-minute presentation.

The COVID-19 pandemic has challenged the viability of many businesses. Businesses that are surviving the economic crisis are implementing drastic revisions to business strategy and operation. But how do businesses undertake these revisions? This assessment presumes there are better ways of re-strategizing than others.

Before a business should develop a business plan, business managers and leaders should learn to create an essential statement of purpose. Based on a purpose statement, managers and leaders can develop a successful purpose-driven business strategy to drive organisational and cultural change, and that ultimately leads to improved performance measured by social, environmental and economic indicators. This assessment allows you to create a purpose strategy using a Business Purpose Canvas. You should use the same organisation from Assessments 1 & 2.

The elements of the Business Purpose Canvas are:

1. Purpose Statement (Taking from Evidence of Learning 1)
2. Map of values that are shared by the individuals in the business, the business, and stakeholders
3. Undertake value chain SDG mapping (Taking from Evidence of Learning 2)
4. Identify social and environmental trends that the business can positively influence
5. Outline broad KPIs that have been chosen to measure success
6. Develop meaningful purpose with employees through shared purpose
7. Identify how the business can partner with and influence its supply chains through its purpose

Criteria and Marking: The assignment will be marked against established criteria which will be published on the 1004GBS course site. The marking criteria will be given to students at the same time as the assignment information.

Submission: Online Turnitin submission to 1004GBS Evidence of Learning (Assessment) Tile.

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 a 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 grades 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 includes 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 the 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 the 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.