



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	5902LAL
<b>Course Name:</b>	English Language & Communication for Health
<b>Trimester:</b>	Trimester 2, 2022
<b>Program:</b>	Diploma of Health Science Diploma of Social and Psychological Science
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Rhonda Ozturk
<b>Document modified:</b>	30 May 2022

### Course Description

English Language and Communication for Health is a 10 Credit Point course situated within the first trimester of the Diplomas of Health Science and the Diploma of Social and Psychological Science. These Diplomas are designed to provide students with a pathway to further university studies in the health sciences and healthcare disciplines, or direct employment. English Language and Communication for Health is only offered to students from a non-English speaking background (NESB). Students whose first language is English are not permitted to undertake this course. The purpose of the course is to introduce students to the language, knowledge and communication skills required for study and practice in their health disciplines, and to enable them to develop and practice English language skills relevant to the academic culture of Australian universities. The course therefore involves intensive English language practice and language immersion activities, with elements applied to discipline specific settings.

### 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
Rhonda Ozturk	rhonda.ozturk@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

1. To further develop your communicative competence in spoken and written English.
2. To raise your awareness of how English language functions within the Australian higher education context, especially in relation to different modes of learning (cooperative/team-work and independent learning) and different assessment practices (report and presentation).
3. To provide explicit guidance on aspects of the Australian university culture that are required for your successful study in Health.
4. To ensure you are aware of your responsibility to continue to develop your English language skills throughout your Diploma program and are familiar with the various support systems in place to assist you in the development of your English language skills.

The course addresses these aims through both content and teaching methods designed for NESB students. The content of the course focuses on the language and communication skills that you need to develop and practice in order to achieve success in your studies and careers. These include an intensive review of English language and discourse in the context of practical written and oral communication tasks in Health. The teaching methods have been designed to give you the opportunity to practice speaking and writing skills in a supportive learning environment and to enable you to receive individual feedback from teacher so that you improve your English communication skills in Health. This course is open to international students.



### 2.2 Learning Outcomes

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

1. Understand and apply reflective practices, language and referencing conventions to build ethical academic and professional capabilities.
2. Evaluate and synthesise scholarly literature on topics related to future thinking in Health Care disciplines, in order to present a coherent argument.
3. Apply a range of collaborative techniques to build professional intercultural and communication competencies.



## 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

No requirement for purchasing resources. All resources will be found on the course site.

### 3.2 Recommended Learning Resources

A translation or English language dictionary and a Thesaurus

### 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
					
<b>Module 1: Ethical Academic Practices</b>					
1	<b>Course overview and an introduction to assessments.</b> <ul style="list-style-type: none"> <li>Welcome to Griffith College</li> <li>What is learning?</li> <li>Growth Mindset</li> </ul>	<ul style="list-style-type: none"> <li>Guided tour of course site</li> <li>Getting to Know You</li> <li>Steps to Success</li> <li>Growth Mindset</li> <li>Evidence of Learning - assessments 1 &amp; 2</li> <li>Academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>Academic Integrity Module 1</li> <li>Weekly &amp; Trimester Planning</li> <li>Quizlet Growth Mindset</li> <li>Student Forum</li> </ul>	Academic Integrity Quiz	1, 2
2	<b>Academic research and source evaluation</b> <ul style="list-style-type: none"> <li>Intro: Academic sources/texts</li> <li>Note taking</li> <li>SMART goals</li> </ul>	<ul style="list-style-type: none"> <li>SMART goals</li> <li>Primary/secondary sources</li> <li>Source evaluation</li> <li>Assessment topic analysis</li> <li>Search terms</li> <li>Researching: databases</li> <li>Navigating research reports (IMRAD)</li> </ul>	<ul style="list-style-type: none"> <li>Academic Integrity Module 2</li> <li>Critical thinking and argument</li> <li>Read: required health care reading</li> <li>Student Forum</li> </ul>	Academic Integrity Quiz	1, 2

3A	<b>Introduction to APA 7 referencing and required health care reading analysis.</b> <ul style="list-style-type: none"> <li>Active read: required reading</li> <li>Intro: referencing</li> <li>The writing process</li> </ul>	<ul style="list-style-type: none"> <li>Referencing: fields</li> <li>Formatting in-text citations</li> <li>Complex citations</li> <li>Required Reading analysis: structure &amp; content</li> <li>Using Turnitin</li> </ul>	<ul style="list-style-type: none"> <li>Academic Integrity Module 3</li> <li>APA 7 referencing guides</li> <li>Researching for Report Assessment Task</li> <li>Student Forum</li> </ul>	Academic Integrity Quiz	1, 2
3B	<b>Quoting, paraphrasing &amp; citing sources.</b> <ul style="list-style-type: none"> <li>Paraphrasing &amp; quoting</li> <li>Secondary citations mini lecture</li> </ul>	<ul style="list-style-type: none"> <li>Paraphrasing, quoting &amp; citing mini lecture &amp; activities</li> <li>Required health care reading analysis: greater depth</li> </ul>	<ul style="list-style-type: none"> <li>Academic Integrity Modules</li> <li>Academic research</li> <li>Report Assessment Task Development</li> <li>Student Forum</li> </ul>		1,2
4A	<b>Report Writing</b> <ul style="list-style-type: none"> <li>Assignment process</li> <li>Problem Solving in STEM</li> </ul>	<ul style="list-style-type: none"> <li>Research Report Planning</li> <li>Numbering, headings &amp; subheadings</li> <li>Topic sentences</li> <li>Writing Introductions</li> </ul>	<ul style="list-style-type: none"> <li>Academic Integrity Modules 1, 2 &amp; 3</li> <li>Report Plan</li> <li>Student Forum</li> </ul>		1,2
4B	<b>Developed body paragraphs</b> <ul style="list-style-type: none"> <li>Research Report planning</li> <li>Developed paragraphs: content &amp; structure</li> </ul>	<ul style="list-style-type: none"> <li>Report planning cont.</li> <li>Developed body paragraphs</li> <li>Paragraph analysis</li> <li>Paragraph writing</li> </ul>	<ul style="list-style-type: none"> <li>Academic Integrity Modules 1, 2 &amp; 3</li> <li>Report planning</li> <li>Report model</li> </ul>	Assessment Task 2 Research Report Plan due (10%)	1, 2
<b>Module 2: Future Thinking</b>					
5A	<b>Body paragraphs: synthesis</b> <ul style="list-style-type: none"> <li>Developed paragraph drafting</li> <li>Hedging &amp; boosting</li> </ul>	<ul style="list-style-type: none"> <li>Graphics in reports</li> <li>Synthesising sources</li> <li>Showing agreement/disagreement</li> <li>Hedging &amp; boosting: practice</li> <li>Paragraph drafting</li> <li>Example Paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Developed Paragraph drafting</li> <li>Student Forum</li> </ul>		1,2
5B	<b>Using the literature in academic writing: further skills</b> <ul style="list-style-type: none"> <li>Drafting, editing &amp; proofreading</li> <li>The future of work in health care</li> <li>Persuasive communication</li> </ul>	<ul style="list-style-type: none"> <li>The future of work: analysis task</li> <li>Reporting verbs: tense/agreement /disagreement</li> <li>Changing quotes: ellipses and square brackets</li> <li>Paragraph evaluation task</li> </ul>	<ul style="list-style-type: none"> <li>Developed paragraph drafting</li> <li>Proofreading</li> <li>Student Forum</li> <li>Employment: Psychometric test</li> </ul>		1,2
6	<b>Writing introductions and conclusions.</b> <ul style="list-style-type: none"> <li>Research Report introductions &amp; conclusions</li> <li>Developed body paragraph checklist</li> </ul>	<ul style="list-style-type: none"> <li>Conclusions &amp; recommendations</li> <li>Developing the language of reports: extended activities</li> <li>Future thinking: AI</li> </ul>	<ul style="list-style-type: none"> <li>Academic vocabulary phrase book</li> <li>Research Report drafting</li> </ul>	Assessment Task 3 Body paragraph due (10%)	1,2

7	<b>Referencing &amp; digital literacy</b> <ul style="list-style-type: none"> <li>Reference lists</li> <li>Future thinking: digital literacy</li> </ul>	<ul style="list-style-type: none"> <li>Writing abstracts</li> <li>Appendices</li> <li>Reference lists</li> <li>Future thinking: Digital literacy</li> <li>Professional emails</li> </ul>	<ul style="list-style-type: none"> <li>Emotional wellness</li> <li>Job Search Toolbox</li> </ul>		1,2
8	<b>Employability: resumes, cover letters &amp; teamwork</b> <ul style="list-style-type: none"> <li>Work experience</li> <li>Job seeking toolbox</li> <li>Oral Presentations: Griffith University</li> </ul>	<ul style="list-style-type: none"> <li>The passive voice in academic writing</li> <li>Resumes &amp; cover letters</li> <li>Teamwork</li> <li>Assessment Task 3 - Oral Presentation Team Formation</li> <li>Online team communication</li> </ul>	<ul style="list-style-type: none"> <li>Developed paragraph feedback</li> <li>Proofreading tips</li> <li>OP prep</li> <li>Tuckman's theory: stages of teamwork</li> </ul>		1,2,3
<b>Module 3: Communicative Collaboration</b>					
9	<b>Collaboration</b> <ul style="list-style-type: none"> <li>Employability self-evaluation</li> <li>Oral presentations &amp; employability</li> <li>Model presentation analysis</li> </ul>	<ul style="list-style-type: none"> <li>Model presentation analysis</li> <li>Verbal &amp; non-verbal communication</li> <li>Group dynamic and role development</li> <li>Intercultural communication</li> <li>Diversity &amp; inclusion</li> <li>OP meeting and check-in</li> </ul>	<ul style="list-style-type: none"> <li>The art of persuasion in the workplace</li> <li>Script and notes for OPs</li> </ul>	Assessment Task 4 Evidence of Learning Item due: Research Report 40%	1,2,3
10	<b>Strategies for successful teamwork: conflict resolution</b> <ul style="list-style-type: none"> <li>Model OP analysis</li> <li>Managing team conflict</li> </ul>	<ul style="list-style-type: none"> <li>Conflict resolution in teams</li> <li>Scenario analysis</li> <li>Maximising OP skills</li> <li>Managing anxiety with OPs</li> <li>Assertive communication</li> <li>Team meeting and teacher check-in</li> </ul>	<ul style="list-style-type: none"> <li>Cultural Awareness Quiz</li> <li>OP PPT design</li> </ul>		1,2,3
11	<b>Strategies for success: career planning</b> <ul style="list-style-type: none"> <li>Planning professional development pathways</li> <li>Transferable skills in the workforce</li> </ul>	<ul style="list-style-type: none"> <li>Career Research &amp; Planning</li> <li>Create a plan</li> <li>Reflect &amp; evaluate team effectiveness</li> <li>Managing job interviews</li> </ul>	<ul style="list-style-type: none"> <li>Continued work on planning tracker</li> <li>Oral presentation rehearsal</li> </ul>		1,2,3
12	<b>Team presentations</b> <ul style="list-style-type: none"> <li>Team Presentation submission checklist</li> </ul>	<ul style="list-style-type: none"> <li>Delivery of ASSESSMENT TASK 5 - Oral Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Connect with your PCs and teachers.</li> <li>Apply skills learned in Module 2 to draft an email to your PC.</li> </ul>	<b>Assessment Task 5 Oral Presentation 40%</b>	1,2,3



## 5. Evidence of Learning

### 5.1 Evidence of Learning Summary

	Evidence of learning	Weighting	Learning outcome	Due Date
1	Academic Integrity Quizzes (3 total)	Formative assessment*	1	Weeks 1,2,3
2	Research Report Plan	10%	1, 2	Week 4
3	Body Paragraph	10%	1, 2	Week 6
4	Research Report	40%	1, 2	Week 9
5	Oral Presentation (in teams)	40%	1, 2, 3	Week 12

\* Students are strongly encouraged to complete the Academic Integrity modules and achieve a pass grade for each of the 3 quizzes.

### 5.2 Evidence of Learning Task Detail

The evidence of learning tasks in the course are designed to allow you to develop and demonstrate academic skills taught in the course.

Please note that web applications such as Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for translation or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

#### 1. Evidence of Learning Task 1: Academic Integrity Training

**Task Type:** Online Training Modules and Quizzes

**Due Date:** Friday of Weeks 1,2,3 (dates to be advised on the course site)

**Weight:** Not weighted,

##### Task Description

This task focuses on understanding and applying academic integrity in your evidence of learning submissions. Competency in understanding matters related to sourcing, referencing, and citations for assignments will be developed throughout the three training modules. The modules are to be completed online and can be found on the course site in the Learning Activities tile. This item is not weighted but completing the training modules and passing the quizzes will equip you with a fuller understanding of academic integrity and assist you in avoiding plagiarism as a student and a professional.

**Criteria and Marking:** Students are assessed against learning outcome 1

**Submission:** via Quizzes on course site in Evidence of Learning tile

#### 2. Evidence of Learning Task 2: Research Report Plan (10%)

**Task Type:** Written assignment – planning template provided

**Due Date:** Friday Week 4 (date to be advised on the course site)

**Weight:** 10%.

**Task Description:** Planning is the first stage in producing an assignment and it ensures that the foundational elements of the final task are on track to address the task requirements. A template and instructions are provided for this task.

You are required to 'map out' the main points of your report. You should ensure that your argument addresses the task (i.e., answers the question) fully and throughout. Sections should be organised logically. Relevant and reliable academic sources must support the argument and be accurately cited. Submit your plan via the Turnitin link. Your tutor will give you feedback and a mark. You should apply the feedback when you write your body paragraph and final report assessment.

**Criteria and Marking:** Students are assessed against learning outcomes 1 & 2

**Submission:** Turnitin via the course site



### 3. Evidence of Learning Task 3: Developed Body Paragraph (10%)

**Task Type:** Written assignment

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

**Weight:** 10%.

**Length:** 200-250 words

**Task Description:** Follow the structure you have been taught in class to draft ONE well developed body paragraph chosen from the Discussion Section of your planning stage. This task assesses your ability to organise ideas logically, support argument with relevant and reliable evidence, analyse the literature and apply taught academic conventions to present sourced information. Feedback for this paragraph should be applied when the remaining body paragraphs are drafted.

**Criteria and Marking:** Students are assessed against learning outcomes 1 & 2

**Submission:** Turnitin via the course site

### 4. Evidence of Learning Task 4: Research Report (40%)

**Task Type:** Written assignment

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

**Weight:** 40%.

**Length:** 1200 (+/- 10%)

**Task Description** Write a research report on a given topic citing the required reading and four additional self-sourced, relevant academic sources. This task will demonstrate the following key skills: research and source evaluation, the ability to produce a cohesive and coherent evidence-based written argument, and the application of academic conventions in using the literature.

In addition to the teaching and models provided, you are encouraged to seek assignment help with the Griffith College Academic Advisors as you draft. It is advised that you do not get help with your assignment from outside the College as this can result in a breach of academic integrity if the assessment no longer represents your own work. Turnitin should be used to check for plagiarism before the deadline.

**Criteria and Marking:** Students are assessed against learning outcomes 1 & 2

**Submission:** Turnitin via the course site

### 5. Evidence of Learning Task 5: Team Oral Presentation (40%)

**Task Type:** Team Oral Presentation Assignment

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

**Weight:** 40%.

**Length:** 4 minutes per person

**Task Description** Your team is required to collaborate in order to produce and present a clear, engaging and well-supported spoken academic argument on the given topic. In addition to the reading provided, your team should find and cite at least three reliable sources on your topic. You may cite sources used in your report if they are relevant to your chosen topic. However, do not copy from your report - this is self-plagiarism and will be penalised. All sources must be cited in speech and on individual slides (including images) and a reference list must be provided on the last slide.

**Criteria and Marking:** Students are assessed against learning outcomes 1, 2 and 3

**Submission:** Delivery in class; PPT through Turnitin via the course site

### Requirements for ALL tasks

A requirement for submission of all evidence of learning in the course is that it must be uploaded to Turnitin via the course site. All tasks will be marked in Turnitin. You will be able to see your mark and teacher comments by viewing your work in Turnitin via the course site. You will also be able to see your mark in Grades. If you do not submit your tasks to Turnitin via the course site, you will receive a Did Not Submit (DNS) mark, that is, you will not receive marks for the tasks.

Use early submission to check for plagiarism. If there is plagiarism, you may correct your work and re-submit as many times as needed before final submission. Submit the final copy of your task to Turnitin via the course site by the due date. Check boxes at the point of submission in Turnitin may appear requiring you to agree to authentication questions. These can provide evidence of authorship, if necessary.

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.