



1. General Course Information

1.1 Course Details

Course Code:	1006HSV
Course Name:	Human Services Structures
Trimester:	Trimester 2, 2024
Program:	Diploma of Social and Psychological Science
Credit Points:	10
Course Coordinator:	Cindy Dawson
Document modified:	30/05/2024

Course Description

This course introduces human services within its broader historical, socio-cultural, political and economic contexts. It examines the Australian post - welfare state and the contested ideas, philosophies, theories, institutional forms and professional identities associated with it. The course provides a set of frameworks and concepts for analysing historical, present and future changes in the structures and content of human service provision.

Students will be familiarised with the language, key concepts, tensions and trajectories of the diverse human services field. Students will use such concepts in analysis of specific areas of human service pertinent to their professional interests.

Assumed Knowledge

No pre- or co-requisite knowledge

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
Cindy Dawson	Cindy.dawson@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 laptop or tablet (mobile phones are not suitable). 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

This course encourages students to develop critical thinking of the various political, economic, institutional and technical forces that shape human services. At the end of this course, students will be able to evaluate the various impacts for individuals, families, teams and communities shaped by human services. Students will be on their way to becoming informed practitioners, able to critically evaluate, debate social policy and advocate in a changing welfare world. Students will be capable of reflecting on their own attitudes, values, beliefs and constructions in relation to human service practice, social policy and development as an emerging practitioner



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Apply their knowledge of the history, philosophies, politics, institutional structures of the Australian post-welfare state in a practitioner context.
2. Critically evaluate social policy documents, including journal articles and commentary.
3. Engage in debate around social policies, the underlying values the policies represent, and who benefits from their form.
4. Critically reflect on the outcomes of your own actions, your own values and commitments, and the human service contexts you operate within.
5. Use appropriate APA 7th in referencing text and presentation.



2.3 Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the [Graduate Generic Skills and Abilities policy](#).

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future. Studies in this course will give you opportunities to begin to develop the following skills:

Graduate Capabilities and Employability Skills			Focus within this course
Interacting with People	Teamwork		
	Communication		
	Respect for Culture and Diversity		✓
Readiness for the Workplace	Problem Solving		✓
	Planning and Organisation		
	Creativity and Future Thinking		



3. Learning Resources

3.1 Required Learning Resources

Digitised readings available on the 1006HSV content section of course site

3.2 Recommended Learning Resources

Carson, E., & Kerr, L. (2017). *Australian social policy and the human services second edition*. Cambridge University Press.

Relevant readings may also be placed in the weekly content sections of the 1006HSV My Study on the Griffith College Portal throughout the trimester. You are also encouraged to find, and bring in for learning experience, your own readings relevant to the learning experience topics that interest you.

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 (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. 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 (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly Learning Content (Before Class) and completing the Learning Activities (After Class). 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].

International students enrolled in Language Development Modules (LDM100 / LDM200)

Successful completion of LDM100 and LDM200 is **required** to graduate with your Diploma award and progress to your Bachelor. If you do not achieve non-graded passes for these language modules your progression to your Bachelor will be affected. Please attend all your classes and submit your assessment.






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. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcome
					
Module 1: Social Policy - Underpinning Knowledge					
1	<p><i>What is Social Policy?</i></p> <ul style="list-style-type: none"> -Human Service Practice Fields -Social Justice -Social Policy -Critical Thinking – WPR & evaluating credibility -Inherent tensions 	<p>Course overview, team work and individual activities</p> <p><i>'understanding key concepts'</i></p>	<p>Weekly Quiz</p> <p>Reflective questions</p> <p><i>'Thinking about social issues and current policies'</i></p> <p>Complete required readings</p>		1
2	<p><i>Theory and Politics:</i></p> <ul style="list-style-type: none"> -Australian Legislature & Judiciary -Australian Government Structure -Parliament -The Welfare and Post Welfare State 	<p>Recap of weekly topic, team work and individual activities</p> <p><i>'what underpins social policy'</i></p> <p>Discussion Forum</p>	<p>Weekly Quiz</p> <p>Web resources <i>'Explore the Australian Government'</i></p> <p>Complete required readings</p>	<p>Reflection and peer discussion post due</p>	1, 3
3	<p><i>Media and Knowledge Production:</i></p> <ul style="list-style-type: none"> -Discourse -Media Social construction of knowledge 	<p>Recap of weekly topic, team work and individual activities</p> <p><i>'dominant discourse and social construction of knowledge'</i></p> <p>Discussion Forum</p>	<p>Weekly Quiz</p> <p>Watch Media ownership and bias</p> <p>Complete required readings</p>	<p>Reflection and peer discussion post due</p>	1, 2, 3
Module 2: Policy Issues and Populations					
4	<p><i>Health</i></p> <ul style="list-style-type: none"> -Biopsychosocial model Social Determinants of health -Australian health care system -NDIS 	<p>Recap of weekly topic, team work and individual activities</p> <p><i>'health system and NDIS'</i></p> <p>Discussion Forum</p>	<p>Weekly Quiz</p> <p>Reflection questions <i>'what does health mean to you?'</i></p> <p>Complete required readings</p>	<p>A1a Due: (15%)</p> <p>Reflection and peer discussion post due</p>	1, 2, 3, 4, 5
5	<p><i>First Nations</i></p> <ul style="list-style-type: none"> -Discourse & European Arrival -Terra Nullius Racial Discrimination Act 1975 -The Stolen Generation -Intergenerational trauma -Closing the Gap refresh 	<p>Recap of weekly topic, team work and individual activities</p> <p><i>'intergenerational trauma'</i></p> <p>Discussion Forum</p>	<p>Weekly Quiz</p> <p>Podcast <i>'Healing the trauma from the stolen generations'</i></p> <p>Complete required readings</p>	<p>Reflection and peer discussion post due</p>	1, 2, 3
6	<p><i>Children and Families</i></p> <ul style="list-style-type: none"> -Childhood -Convention on the rights of the child -Hague Conventions Policies for Child and Family Wellbeing -Child Protection 	<p>Recap of weekly topic, team work and individual activities</p> <p><i>'child rights and family policy'</i></p> <p>Discussion Forum</p>	<p>Weekly Quiz</p> <p>Watch video: <i>'what would it take to fix Australia's child protection system?'</i></p> <p>Complete required readings</p>	<p>Reflection and peer discussion post due</p>	1, 2, 3

Module 3: Social Policy in Action

7	<p><i>Crime and Legislation-Child protection reform</i> <i>-Law and human services</i> <i>-Mandatory reporting</i> <i>-Child Protection Reform</i> <i>-Family and domestic violence</i></p>	<p><i>Recap of weekly topic, team work and individual activities</i> <i>'mandatory reporting and family and domestic violence'</i> <i>Discussion Forum</i></p>	<p><i>Weekly Quiz</i> <i>Watch video: 'The Panopticon'</i> <i>Web resources 'When Can I'</i> <i>Complete required readings</i></p>	<p><i>Reflection and peer discussion post due</i></p>	<p>1,2,3</p>
8	<p><i>Income and Employment</i> <i>-Employment</i> <i>-Measures and definitions Poverty</i> <i>-Wages & poverty</i> <i>-The Harvester Case</i></p>	<p><i>Recap of weekly topic, team work and individual activities</i> <i>'historical contexts and impacts of poverty'</i> <i>Discussion Forum</i></p>	<p><i>Weekly Quiz</i> <i>Reflective question: 'Wages alleviating poverty'</i> <i>Complete required readings</i></p>	<p><i>Reflection and peer discussion post due</i></p>	<p>1,2,3</p>
9	<p><i>Housing and Homelessness</i> <i>-Definitions of homelessness</i> <i>-Cause of homelessness</i> <i>-Mental illness & homelessness</i> <i>-Housing stress</i> <i>-Impacts on children</i> <i>-Rent assistance</i> <i>-Rent assistance</i></p>	<p><i>Recap of weekly topic, team work and individual activities</i> <i>'human rights, homelessness, housing stress and children'</i> <i>Discussion Forum</i></p>	<p><i>Weekly Quiz Watch Video: 'The Unhousing crisis'</i> <i>Complete required readings</i></p>	<p><i>A1b Due: Written Essay – (35%)</i> <i>Reflection and peer discussion post due</i></p>	<p>1,2,3</p>
10	<p><i>Education</i> <i>-Purpose of education</i> <i>-Education system in Australia</i> <i>-School Age Care services</i> <i>- International comparisons</i> <i>-Disability and education</i></p>	<p><i>Recap of weekly topic, team work and individual activities</i> <i>'human rights, education and disability'</i> <i>Discussion Forum</i></p>	<p><i>Weekly Quiz</i> <i>Reflection Question: Approaches to education</i> <i>Complete required readings</i></p>	<p><i>Reflection and peer discussion post due</i></p>	<p>1, 2, 5</p>
11	<p><i>Immigration & refugees</i> <i>-History of immigration in Australia</i> <i>-Immigration policy Work visas Deportations Asylum seekers</i></p>	<p><i>Recap of weekly topic, team work and individual activities</i> <i>'historical and current policy, refugee experiences'</i> <i>Discussion Forum</i></p>	<p><i>Weekly Quiz Watch Video: 'Australian Story'</i> <i>Complete required readings</i></p>	<p><i>Reflection and peer discussion post due</i></p>	<p>1,2,3</p>
12	<p>Topic Revision <i>-Course wrap-up</i> <i>-Module 1- 3 revision activities</i></p>	<p><i>Recap of weekly topic, team work and individual activities</i> <i>In class Kahoot Quiz</i></p>	<p><i>Revision activities</i></p>	<p><i>A2: Reflection and Peer Discussion marks released (20%)</i></p>	<p>1,2,3,4,5</p>
	<p>Exam Block</p>			<p><i>A3: Quiz selected and constructed responses (30%)</i></p>	<p>1,2,4,5</p>



5. Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment) 	Weighting 	Learning Outcome 	Due Date
1a	Critical Analysis and Reflective Essay – Planning	15%	1,2,4,5	Week 4
1b	Critical Analysis and Reflective Essay	35%	1,2, 4,5	Week 9
2	Reflection and Peer Group Discussion	20%	1,2,3,4,5	Week 12
3	Exam - Quiz	30%	1,2,4,5	Exam period

5.2 Evidence of Learning Task Detail

You are required to **submit your own work** for marking. All planning, notes and drafts need to be retained so they can be presented to your teacher if requested.

Tools that generate course content or extensively enhance a student's English language capability are not permitted to be used. Web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for outright assessment creation, translation, or extensive language assistance purposes. In addition, Wikipedia, Baidu, Weibo and WeTalk are not permitted to be used.

Students should follow all teacher directions about the use of Generative Artificial Intelligence (Gen-AI) tools in relation to formative and summative assessment tasks (including how to cite Gen-AI tools, if relevant). It should be noted that Turnitin provides teaching staff with a Gen-AI percentage indicator as well as an Originality Report which detects plagiarism.

1a. Evidence of Learning Task 1a: Critical Analysis and Reflective Essay – Planning Template – (15%)

Task Type: Written Assignment

Due Date: Day / Date/ Time TBA

Weight: 15%, Marked out of 15

Duration: (mins,hrs)

Length: 500 words (maximum)

Task Description: This assessment is the planning stage for the critical analysis and reflective essay (1b). The purpose of this task is to demonstrate reflection, critical thinking, analysis, research, referencing, and writing skills. For this task you are required to complete an essay planning template, available on the Evidence of Learning Tile on Course site (500 words maximum). This assessment will require a critical analysis of a policy document (which is provided and available on the Evidence of Learning Tile on Course site) using elements of the What's the Problem Represented to be? approach (see Bacchi, 2012). Additionally, you will provide personal critical reflection. By using a reflective process, you will explain how your own beliefs and assumptions have informed your thinking on how the problem representation can be conceptualised differently. You will write clearly and succinctly, referencing sources as appropriate.

This evidence of learning task is weighted at 15% of your overall course mark and assess learning outcomes 1, 2, 4 and 5. Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, Baidu, Weibo and WeTalk are not permitted to be used.

Criteria and Marking: The written reflection will be marked against established criteria which will be published on the 1006HSV course site. The writing must be in appropriate academic style, using correct spelling, grammar, and punctuation.

Submission: Online submission to Turnitin.

Further details of the evidence of learning task expectations will be provided during class and the evidence of learning task descriptor available on the 1006HSV MyStudy course site on the Griffith College portal.

1b. Evidence of Learning Task 1b: Critical Analysis and Reflective Essay – (35%)

Task Type: Written Assignment

Due Date: Day / Date/ Time

Weight: 35%, Marked out of 35

Duration: (mins, hrs)

Length: 1200 words

Task Description: The purpose of this essay is to demonstrate critical thinking, analysis, research, referencing and writing skills. You will demonstrate an understanding of social services fields of practice, and an emerging understanding of factors influencing social issues and the approaches to addressing them.

For this task you are required to write a 1200 word essay. You will critically analyse the document provided (available on the Evidence of Learning Tile on Course site) using elements of the WPR approach (see Bacchi, 2012). You will write clearly and succinctly, referencing sources as appropriate.

The essay must be written in appropriate academic style, include an introduction, main part developing the arguments, a conclusion, and use correct spelling, grammar, punctuation and APA 7 referencing.

This evidence of learning task is weighted at 35% of your overall course mark and assess learning outcomes 1, 2, 4 and 5.

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

Marking criteria: The written essay will be marked against established criteria which will be published on the 1006HSV course site. Referencing must be in APA 7 style.

Submission: Online submission to Turnitin.

Further details of the evidence of learning task expectations will be provided during class and the evidence of learning task descriptor available on the 1006HSV course site on the Griffith College portal.

2. Evidence of Learning Task 2: Reflection and Peer Group Discussion – (20%)

Task Type: Online forum discussion contribution.

Due Date: Day / Date/ Time TBA

Weight: 20%, Marked out of 20

Duration: (mins, hrs)

Length: TBA

Task Description: This evidence of learning task will allow students to develop deeper knowledge and apply course learnings in a peer-to-peer scholarship environment. Each week a topic question will be posted for peer discussion. Over ten weeks, beginning week 2 through end of week 11, you are to demonstrate engagement in weekly learning activities in an online forum group. Marks will be provided for engagement with your online group in each seven day period, with a maximum of two marks in each seven day period.

This evidence of learning task is weighted at 20% of your overall course mark and assess learning outcomes 1,2,3,4& 5. Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, Baidu, Weibo and WeTalk are not permitted to be used.

Marking Criteria: Two marks will be awarded for each seven-day period where the student meaningfully contributes to an activity and meaningfully responds to another student in relation to course content. Special notes: Extension requests must be accompanied by a medical certificate (or similar) that covers the entire seven-day period. To determine what is meant by meaningfully contributing and meaningfully responding, an exercise in co-constructing the marking criteria and defining a shared understanding of the terms will be undertaken in week one. The evidence of learning task will be marked following a strict marking guide and will undergo a full moderation process.

Submission: Submission is via the course site, online discussion forum.

Further details of the evidence of learning task expectations will be provided during class and the evidence of learning task descriptor available on the 1006HSV MyStudy course site on the Griffith College portal.

3. Evidence of Learning Task 3 - Examination – (30%)

Task Type: Examination

Due Date: Day / Date/ Time

Weight: 30%, Marked out of 60

Duration: Multi Choice and Short Answer Questions (80 mins)

Task Description: This exam will assess your knowledge and understanding of modules 1 to 3 content. All course materials and readings as well as information provided in learning experiences may be included in the exam.

This exam may include a combination of Multiple Choice and Short Answer questions. Further information will be provided in the evidence of learning task descriptor published on the course site. All course content is examinable.

Marking Criteria: The final examination will be marked following a strict marking guide and will undergo a full moderation process.

This evidence of learning task is weighted at 30% of your overall course mark and assess learning outcomes 1,2,4 & 5.

Submission: Further details of evidence of learning task expectations will be provided during class and the evidence of learning task descriptor available on the 1006HSV course site on the Griffith College portal.

In order to pass this Course, students must:

A. Demonstrate assurance of learning by achieving at least 50% overall for all assessment items combined.

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 calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar 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 not 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.