



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>1014BPS</b>
<b>Course Name:</b>	<b>Fundamentals of Biochemistry</b>
<b>Trimester:</b>	<b>Trimester 2, 2024</b>
<b>Program:</b>	<b>Diploma of Science</b>
<b>Credit Points:</b>	<b>10</b>
<b>Course Coordinator:</b>	<b>Dr. Zarko Barjaktarovic</b>
<b>Document modified:</b>	<b>31/05/2024</b>

### Course Description

1014BPS considers the molecular organisation of cells and the biochemical properties of the major classes of biological compounds which exist in, and contribute to, the cellular environment e.g. amino acids, carbohydrates and lipids. It covers the properties of water, pH and buffers, the structure and function of proteins, including an introduction to enzymes, the cell membrane and membrane transport.

### Assumed Knowledge

To successfully enrol in this Course, you must have completed the following Course:

- 1021SCG Chemistry 1A

## 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
Zarko Barjaktarovic	<a href="mailto:zarko.bariaktarovic@griffithcollege.edu.au">zarko.bariaktarovic@griffithcollege.edu.au</a>

## 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

1014BPS serves to integrate the relevance of chemistry & its importance in living systems, addressing in detail a holistic view of the molecular organisation of cells and the chemical properties of the major classes of biological molecules; the properties of water and biological acids, bases and buffers, and the chemical properties of proteins, nucleic acids, carbohydrates, lipids and their function. The 1014BPS course will then expand upon the previously taught modules, covering enzymatic reactions, membrane organisation and transport.

1014BPS offers students the essential and foundational knowledge of biochemistry, with relation to the biological/biomedical sciences providing students the essential basis for further studies in advanced biochemistry, and related biological/biomedical sciences offered in the School of BPS Griffith University and other health and science programs offered by Griffith University and Griffith College.



### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Evaluate & analyse the properties of non-covalent interactions, pH and buffers within biomolecules.
2. Analyse the structure-function relationship of peptides, the peptide formation, and evaluate how the amino acid composition of a protein can affect its structure.
3. Compare globular & fibrous proteins whilst evaluating the structure and function of hemoglobin, the mechanisms of O<sub>2</sub> & CO<sub>2</sub> delivery, along with showing how proteins achieve thermodynamically stable & spontaneous folding.
4. Analyse the basics of enzyme catalysis within various biochemical reactions whilst calculating substrate affinity and maximum reaction rates for single-substrate reactions.
5. Compare the structure of various saccharides & lipids with their function in living organisms.
6. Differentiate the change in membranous composition within various human cells and distinguish the means by which substances are transported into & out of the cell.



## 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

Course notes, workshop booklet and other activities to assist your learning of the material will be placed on the Griffith College Portal and will be required for all timetabled classes (either purchased from the bookstore & downloaded from the 1014BPS course page) in addition to a non-programmable scientific calculator. 1014BPS course notes also contain resources such as self-assessment tests and links to other resources.

### 3.2 Recommended Learning Resources

1. Fundamentals of Biochemistry: Life at the Molecular level - Voet and Pratt, 4th edition, Wiley.
2. Lehninger Principles of Biochemistry, 6th edition (2012) by Nelson and Cox.

Both are available from the Griffith University Bookshop. Although both textbooks are highly recommended, they are not a compulsory component of this course.

### 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 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. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the learning content and learning activities outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook.

#### 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 course 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 or LDH100 / LDH200)

Successful completion of LDM100 and LDM200 or LDH100 and LDH200 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
					
<b>Module 1 - Non-covalent interactions, pH and buffers</b>					
<b>Week 1 - Non-covalent interactions, pH and buffers</b>	Non-covalent interactions Calculate pH, Ka, pKa Differentiate between a strong and weak acid/base Buffers	Discussion of the course outline, course learning outcomes, module learning outcomes & assessment Group discussions of the non-covalent interactions and a recap of the core material from 1021SCG. Go through some worked examples/sample calculations and outline common errors. Both individually & in pairs, work through the 1014BPS workbook with any work not completed in class to be set as a learning experience. Various activities such as jeopardy/kahoot	Lehninger Chapter 2/Wiley Chapter 2 1014BPS Workbook – week 1 Viewing any supplementary material referenced on the moodle course page		<b>1</b>

		quizzes, question bingo etc			
<b>Module 2 – Amino acids &amp; protein structure</b>					
<b>Week 2 - Amino acids, peptide bonds &amp; charge on a peptide</b>	<p>Amino acid structures, 1 letter and 3 letter codes</p> <p>Classes of amino acids and their unique properties</p> <p>Calculate the charge &amp; pI of amino acids</p> <p>Calculate the charge and pI of a peptide</p>	<p>Group discussions of the common amino acids, how pH affects both physical and chemical properties, and how amino acids form peptides.</p> <p>1014BPS workbook – Week 2</p> <p>Various activities such as jeopardy/kahoot quizzes, question bingo etc</p> <p>Both individually &amp; in pairs, work through the 1014BPS workbook with any work not completed in class to be set as a learning experience.</p>	Week 2 - Amino acids, peptide bonds & charge on a peptide	<p>Amino acid structures, 1 letter and 3 letter codes</p> <p>Classes of amino acids and their unique properties</p> <p>Calculate the charge &amp; pI of amino acids</p> <p>Calculate the charge and pI of a peptide</p>	<p>Group discussions of the common amino acids, how pH affects both physical and chemical properties, and how amino acids form peptides.</p> <p>1014BPS workbook – Week 2</p> <p>Various activities such as jeopardy/kahoot quizzes, question bingo etc</p> <p>Both individually &amp; in pairs, work through the 1014BPS workbook with any work not completed in class to be set as a learning experience.</p>
<b>Week 3 - Protein structure &amp; function</b>	<ul style="list-style-type: none"> <li>• Primary &amp; secondary structure of a protein</li> <li>• <math>\alpha</math>-helix &amp; <math>\beta</math> sheet – strengths and limitations</li> <li><math>\beta</math> &amp; <math>\gamma</math> turns</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussions of primary and secondary structures of a protein, describing the strengths and limitations of common secondary structures.</li> <li>• 1014BPS workbook – Week 3</li> <li>• Various activities such as jeopardy/kahoot quizzes, question bingo etc</li> </ul> <p>Both individually &amp; in pairs, work through the 1014BPS workbook with any work not completed in</p>	<ul style="list-style-type: none"> <li>• Lehninger Chapter 3, 4/Wiley Chapter 3, 4</li> <li>• 1014BPS Workbook – week 3</li> </ul> <p>Viewing any supplementary material referenced on the moodle course page</p>	<b>Module Quiz (6%)</b>	<b>1, 2, 3</b>

		class to be set as a learning experience.			
<b>Module 3 – Globular proteins &amp; protein folding</b>					
<b>Week 4 - Fibrous proteins, tertiary and quaternary structure</b>	<p>Difference in structure &amp; non-covalent interactions between secondary, tertiary and quaternary structures</p> <p>Comparison of globular and fibrous proteins – structure &amp; function</p> <p>Protein denaturation Protein folding &amp; how spontaneous protein folding is achieved.</p>	<p>Group discussions comparing the non-covalent interactions between secondary, tertiary &amp; quaternary structures, protein denaturation &amp; protein folding.</p> <p>1014BPS workbook – Week 4</p> <p>Various activities such as jeopardy/kahoot quizzes, question bingo etc Both individually &amp; in pairs, work through the 1014BPS workbook with any work not completed in class to be set as a learning experience.</p>	<p>Lehninger Chapter 5/Wiley Chapter 5</p> <p>1014BPS Workbook – week 4</p> <p>Viewing any supplementary material referenced on the moodle course page</p>		<b>1, 2, 3</b>
<b>Week 5 - Globular Proteins, Haemoglobin and Myoglobin</b>	<p>Comparison of hemoglobin &amp; myoglobin – structure &amp; function</p> <p>Exploring allosteric regulation &amp; cooperative binding of oxygen Bohr &amp; Haldane effect – O<sub>2</sub> &amp; CO<sub>2</sub> transport.</p>	<p>Group discussions the mechanisms in which oxygen and carbon dioxide are transported around the body</p> <p>1014BPS workbook – Week 5</p> <p>Various activities such as jeopardy/kahoot quizzes, question bingo etc Both individually &amp; in pairs, work through the 1014BPS workbook with any work not completed in class to be set as a learning experience.</p>	<p>Lehninger Chapter 5/Wiley Chapter 6</p> <p>1014BPS Workbook – week 5</p> <p>Viewing any supplementary material referenced on the moodle course page</p>	<p><b>Take-home assignment (module 1-2) – 25%</b></p> <p><b>Module Quiz (6%)</b></p>	<b>1, 2, 3</b>
<b>Module 4 - Enzymes</b>					
<b>Week 6 - Enzymes as biological catalysts</b>	<p>Interpretation of catalytic processes, including examples of how transition states are stabilised</p> <p>Enzymes and the effect on free energy</p> <p>Cofactors</p>	<p>Group discussions of the importance of enzymes as a catalyst in biological systems, discussing the various means in which enzymes achieve this.</p> <p>1014BPS workbook – Week 6</p> <p>Various activities such as jeopardy/kahoot</p>	<p>Lehninger Chapter 6/Wiley Chapter 11</p> <p>1014BPS Workbook – week 6</p> <p>Viewing any supplementary material referenced on the moodle course page</p>		<b>1, 2, 3, 4</b>

		quizzes, question bingo etc Both individually & in pairs, work through the 1014BPS workbook with any work not completed in class to be set as a learning experience.			
<b>Week 7 - Enzyme Kinetics</b>	Enzyme kinetics  Reversible & non-reversible enzyme inhibition Lineweaver-burke plots & interpreting inhibition types from various plots	Group discussions of how enzymes are used in current medical research, calculating enzyme rates using substrate concentrations & interpreting inhibition types via lineweaver burke plots  1014BPS workbook – Week 7  Various activities such as jeopardy/kahoot quizzes, question bingo etc  Both individually & in pairs, work through the 1014BPS workbook with any work not completed in class to be set as a learning experience.	Lehninger Chapter 6/Wiley Chapter 12  1014BPS Workbook – week 7  Viewing any supplementary material referenced on the moodle course page	<b>Module Quiz (6%)</b>	<b>1, 2, 4</b>
<b>Module 5 – Saccharides &amp; lipids</b>					
<b>Week 8 - Carbohydrates Polysaccharides</b>	Various isomeric forms of 5-6 carbon sugars  Drawing both Fischer & Haworth projections of monosaccharides  Mutarotation of monosaccharides  Reducing sugars Function & formation of polysaccharides & glycoproteins/glycolipids	Group discussions of drawing/converting structures between their Fischer & Haworth projections, identification of reducing sugars and exploring the function & relationship of saccharides to biological functions  1014BPS workbook – Week 8  Various activities such as jeopardy/kahoot quizzes, question bingo etc  Both individually & in pairs, work through the 1014BPS workbook with any work not completed in class to be set as a learning experience.	Lehninger Chapter 7, 10/Wiley Chapter 8  1014BPS Workbook – week 8  Viewing any supplementary material referenced on the moodle course page		<b>1, 5</b>
<b>Week 9 – Lipids</b>	Structure & function of common lipids	Group discussions of the importance of lipid structure &	Lehninger Chapter	<b>Module Quiz (6%)</b>	<b>1, 5</b>



	<p>Relationship of fatty acids &amp; m.p./solubility</p> <p>Synthesis of triacylglycerols, waxes &amp; soap</p> <p>Compare Glycerophospholipids, sphingolipids and steroids</p>	<p>composition in biological systems</p> <p>1014BPS workbook – Week 9</p> <p>Various activities such as jeopardy/kahoot quizzes, question bingo etc</p> <p>Both individually &amp; in pairs, work through the 1014BPS workbook with any work not completed in class to be set as a learning experience.</p>	<p>7,10/Wiley Chapter 9</p> <p>1014BPS Workbook – week 9</p> <p>Viewing any supplementary material referenced on the moodle course page</p>		
<b>Module 6 – Membranous proteins &amp; membrane transport</b>					
<b>Week 10 - Membranes &amp; Membrane Proteins</b>	<p>Fluid mosaic model</p> <p>Control of membrane fluidity</p> <p>Lipid movement &amp; distribution</p> <p>Water soluble vs lipid soluble hormones</p>	<p>Group discussions of the various lipid compositions in cell membranes, the importance of the fluid mosaic model &amp; the diversity of lipid composition within membranes.</p> <p>1014BPS workbook – Week 10</p> <p>Various activities such as jeopardy/kahoot quizzes, question bingo etc</p> <p>Both individually &amp; in pairs, work through the 1014BPS workbook with any work not completed in class to be set as a learning experience.</p>	<p>Lehninger Chapter 11/Wiley Chapter 9, 10</p> <p>1014BPS Workbook – week 10</p> <p>Viewing any supplementary material referenced on the moodle course page</p>		<b>1, 2, 5, 6,</b>
<b>Week 11 - Membrane permeability and transport</b>	<p>Selective membrane permeability</p> <p>Diffusion, osmosis &amp; 1°, 2° active transport</p> <p>Na/K-ATPase pumps function &amp; importance in human physiology</p>	<p>Group discussions of how various substances are able to move across a lipid membrane, and how membranous proteins control this movement.</p> <p>1014BPS workbook – Week 11</p> <p>Various activities such as jeopardy/kahoot quizzes, question bingo etc</p> <p>Both individually &amp; in pairs, work through the 1014BPS workbook with any work not completed in</p>	<p>Lehninger Chapter 11/Wiley Chapter 10</p> <p>1014BPS Workbook – week 11</p> <p>Viewing any supplementary material referenced on the moodle course page</p>	<b>Module Quiz (6%)</b>	<b>1, 2, 5, 6</b>

		class to be set as a learning experience.			
<b>Week 12 - Revision</b>		Revision session will be structured based upon the needs of the students.	Revision of the primary topics covered in modules 1-6	<b>None</b>	<b>1, 2, 3, 4, 5, 6</b>
<b>Exam Week</b>				<b>End of Trimester Exam</b>	



## 5. Evidence of Learning (Assessment)

### 5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
<b>1</b>	Modular Competency Quiz	Module Quiz 1: 5% Module Quiz 2-6: 6%  Total Weighting: 35%	1, 2, 3, 4, 5, 6	1 weeks after the completion of each module respectively.
<b>2</b>	Take-home assignment	25%	1, 2	Week 5
<b>3</b>	End of Trimester Exam	40%	1, 2, 3, 4, 5, 6	Exam Week

### 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.

#### 1. Evidence of Learning Task 1: Modular Competency Quiz (35%)

**Task Type:** Quiz

**Due Date:** after completion of each module

**Weight:** 6%

**Length:** to be confirmed

**Quiz type:** closed book, invigilated

**Task Description:** Quiz involving multiple choice question for assessment of course content for each module

**Criteria and Marking:** Students are assessed on the learning outcomes for each module

**Quiz Format:** On campus, in class

#### 2. Evidence of Learning Task 2: Take-home assignment (25%)

**Task Type:** Written Assignment

**Due Date:** Week 5

**Weight:** 25%, Marked out of 30

**Length:** not applicable

**Task Description:** Submission of biochemistry assignment

**Criteria and Marking:** Students are assessed on their understanding of biochemistry topics covered in module 1 and 2

**Submission:** Turnitin via the course site

### **3. Evidence of Learning Task 3: End of Trimester Exam (40%)**

**Task Type:** Final Exam

**Due Date:** Week 13

**Weight:** 40%, Marked out of 70

**Length:** 2 hours 10 minutes

**Exam type:** closed book, invigilated, 1 attempt.

**Task Description:** Final exam

**Criteria and Marking:** Students are assessed on the learning content covered in weeks 1-11

**Exam format:** On Campus

#### **Modular Competency Quiz**

At the end of the module, students will sit an online quiz in class examining student understanding of the content taught within each respective module.

A quiz based on the content of each module will be performed in class (in person in face-to-face classes. The quizzes will occur in even weeks of the trimester (weeks 2, 4, 6, 8, 10 and 12). Each quiz will contain a combination of multiple choice and short answer response questions. Each quiz will contain a combination of multiple choice and short answer response questions relevant to the current module to assess the understanding of course concepts.

**Submission:** Online in class

#### **Take-home assignment**

This problem-solving assignment relates to analysis of the properties of amino acids and a peptide, is worth 30 marks and has a weight of 25%, with the completed assignment due by week 5.

This assignment gives practice at problem solving and application of theoretical knowledge, and helps to consolidate material from each module. Feedback on this assessment will be given during class time following the assignment due date.

#### **End of Trimester Exam**

The end of trimester examination is designed to assess the knowledge and understanding of the core concepts covered throughout the entire trimester, provided to students in the form of learning objectives presented at the beginning & end of every class measuring student understanding of course content presented in module 1 – module 6. The exam will consist of a mixture of multiple choice and short answer questions evenly distributed across each module. Students must achieve 40% on the final exam to be able to pass the course.

#### **Requirements to pass this course:**

In order to pass this Course, students must:

1. **attend and attempt all assessment items; AND**
2. **obtain at least 40% on the EOT exam, AND**
3. **achieve an overall course result (sum of all assessments) of at least 50%**

### **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 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](#) (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.